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ABSTRACT

The programs discussed in this document are those sponsored by public school systems with enrollments of 12,000 or more in which students voluntarily enroll as an option to the regular high school program available in their district. The characteristics of alternative high schools are outlined and consideration is given to (1) college and university reaction to applications from students who have attended alternative high schools, (2) the reaction of State departments of education to experimental school programs, and (3) procedures followed by regional accreditation associations in approving alternative high school programs. Descriptions of 47 alternative high school programs serving students in 38 school systems are provided, including a majority of those programs that were in operation during the school year 1971-72. A brief bibliography, an index to the programs, and several student and program evaluation forms are provided. (MLF)

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ALTERNATIVE HIGH SCHOOLS: SOME PIONEER PROGRAMS

Probably the most difficult task faced in compiling this report on alternative high school programs was determining just what *is* an "alternative" high school program. In the initial planning stage of this study, it was clear only that the programs to be included would have to be sponsored by public school systems, as opposed to the "free" school programs which operate outside the system of public education--such as street academies--and that the programs would have to serve students of high school age. A definitive set of criteria for identifying the programs had not been arrived at even in February of this year when the Educational Research Service asked all school systems enrolling 12,000 or more pupils whether they operated "any 'alternative' high school programs (free schools, schools-without-walls, mini-schools)?"

It was only after a study of the program descriptions submitted by responding school systems, together with a careful review of the available literature, that the following criteria for inclusion in this ERS study emerged:

1. The school would have to be one in which students voluntarily enroll as an option to the regular high school program available in their district. Therefore many high school programs, although very innovative and unusual, were eliminated because the students are assigned on the basis of residence within the school's boundaries.
2. Since recent reports published by the National School public Relations Association[1/] are devoted to dropout centers and to schools for pregnant students, these two types of programs were also eliminated.
3. The school must provide an alternative approach to teaching and learning in core subjects, rather than options in the areas of enrichment or elective courses. (An exception was made in the case of the two programs representing the Massachusetts State Board ruling because they demonstrate how the programs in alternative schools can be made available on a optional basis to entire high school populations.)

Characteristics of alternative high schools

Based on the above stipulations, it may seem that the high school programs included herein have been selected largely through attrition. On the positive side, however, it can be said that the programs included do share a number of features in common. The programs are all of recent vintage--the majority were established during the 1971-72 school year. The programs have small enrollments (generally 200 pupils or less). The teaching staff is varied in background and features pre- and non-professional instructors in order to enrich the curriculum and reduce pupil-teacher ratios. Parents and other community members are vitally involved--in the planning, in the teaching, and in an all-around display of interest in the program. The students have had a very key role in planning, developing, and evaluating the school and its program; this degree of student participation manifests itself in continuing development and governance of the school. After initial planning costs are met, the programs cost little or nothing over the average per pupil cost at the high schools the pupils would have attended.

In all programs, the student is able to complete requirements for a high school diploma if he so desires. Independent study, student contracts, and credit/no credit grading are the rule rather than the exception. Courses also vary in content and approach from the traditional core subjects. Student self-evaluation is an important part of the evalu-

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1/ National School Public Relations Association. Dropouts: Prevention and Rehabilitation. Education U.S.A. Special Report. Washington, D.C.: the Association, 1972. 56 p. $4.

National School Public Relations Association. Schoolgirl Pregnancy: Old Problem; New Solutions. Education U.S.A. Special Report. Washington, D.C.: the Association, 1972. 62 p. $4.

ation of student progress in the academic and social aspects of his school program. The school program is housed apart from the regular high school--either in its own building converted from another use, or in scattered areas throughout the city, or in a special area or wing of the regular high school. There is a low student-counselor ratio and regular meetings with the counselors are part of each student's program. Most schools and classes are nongraded. Most offer (or even require) students to take part in work-study programs or community service volunteer work as part of their school program and for credit. In all cases individualization of instruction is the primary concern.

As a matter of interest, we offer below the open-ended list of characteristics of alternative schools compiled by Changing Schools, "an occasional newsletter on alternative schools" published by the Educational Alternatives Project at Indiana University, in cooperation with the National Consortium on Educational Alternatives:

"1. It must provide the educational clientele--the students and their parents--with a choice, i.e. the community should have the freedom to choose between educational options. If there is no 'free choice,' the program would be little more than a 'grouping' device.

"2. It must have a program or curriculum that is significantly different from the conventional or regular program.

"3. It should involve the local community --parents and students--in the planning, development, operation, and evaluation of the alternative.

"4. It should also be a total program, not just a short class or a part of the school day.

"5. It should have a location, whether in a separate building, a wing of a school, a community facility, or a few designated classrooms, so it can be identified geographically from the regular school program.

"6. It should, if feasible, be available K-12, or better yet, from cradle to grave.

"7. ?

"8. ?"[2/]

A more extensive list appeared in an article by Charles A. Wedemeyer in the January 1972 issue of Educational Technology. Mr. Wedemeyer says that the following features characterize "open education," but not all of them are present in each example, nor are they exclusive to open education:

"*Opening education to more people*--of all ages--to enroll in formal and informal programs regardless of where they live, their age, previous experience, schooling or socioeconomic condition; a broadening and spreading of educational opportunity.

"Employing some approach to *open admissions* (credit for previous learning; credit by exam; recognition of life and work experience and learning).

"*Employing multiple channels* for open communications (a school without walls) via radio, TV, mail and other media in independent study approaches, in addition to class and group experiences.

"Making available an *open curriculum* relevant to the life and learning styles of different people, all of whom carry some degree of responsibility for selecting their own goals, helping in curriculum development, and participating in decision-making regarding their own learning.

"Facilitating *open access* to learning in homes, libraries, on jobs, in communities as well as in schools; the broadening of the learning environment.

"Encouraging *open participation* of part-time learners, who combine working with learning.

"Seeking *open accreditation* between the regular and open schools.

"Arranging *open cooperation and staff sharing* between the regular and open schools, libraries, public and private schools, business and industry--in

program policy
program development
program delivery
program access

"Regarding as highly relevant the needs, convenience and individually oriented life situations of the learners; programs that are *learner oriented*.

"Recognizing that life-long learning is an imperative, and seeking to *diminish the dependency of learners* on teachers and schools, but teaching learners to be to a large extent

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[2/] Changing Schools. "What is an Alternative School?" Changing Schools, Number 001. p. 16.

responsible for their own learning, and to have confidence in proceeding without the dependency relation that is fostered in conventional schools.

"Regarding as irrelevant the question of whether teachers and learners are always present at the same time and in the same place, because the *ultimate learning 'environment' is the learner himself*, wherever he is, with the open school communicating, supporting, encouraging, serving and guiding.

"Creating *new roles for teachers*, roles that are closer to the classical Platonic model, with the teacher as critic, guide, adviser mentor, and problem-solver.

"Accepting the learner as a full partner in the processes that link teaching and learning towards mutually selected and accepted goals; the individualization of teaching based on the recognition of the *individuality of learning*."3/

Scope of this study

Beginning on page 8 of this Circular are 47 descriptions of alternative high school programs serving students in 38 school systems. These programs do not represent a comprehensive nationwide survey. The Educational Research Service attempted to obtain information on as many programs as possible which meet the criteria outlined earlier in this report, but the results have been limited by the following circumstances:

1. Not all school systems with 12,000 or more pupils replied to the ERS request.
2. Not all the schools contacted sent descriptive materials on which a summary could be based.
3. Although an effort was made, through professional literature and other available sources, to identify smaller school systems with alternative programs, a systematic survey was prohibitive from the standpoints of time and expense.
4. Programs are springing up every day. It may well be that some very worthwhile projects began after the initial request went out to local school systems in February of this year. Four systems did submit information on programs which are scheduled for opening in September 1972, but because they are still in the planning stage they have been omitted from this Circular. These four programs are: the Alternative School in Pasadena, California; Tuley Outpost of Murray F. Tuley High School in Chicago, Illinois; the Community and Life Centered Semester in Sacramento, California; and the Louisville Brown School operated by the Louisville City Schools, Kentucky.

Although, as stated above, this report does not provide an all-inclusive compendium of alternative high school programs, it does include descriptions of a good proportion of the programs which operated during the school year 1971-72, especially in the larger school systems. Each of the descriptions was prepared by ERS from materials sent by the sponsoring school system. Each description was sent to the school system for verification.

A brief bibliography (pages 53 and 54) and an index to the programs (page 55) and their features (page 54) are included for the convenience of readers. Several student and program evaluation forms used in alternative high schools appear on pages 45-52.

Some considerations for program planners

It is hoped that this Circular will provide school systems contemplating an alternative high school program with some guidelines and suggestions. For this reason, the sections which follow deal with three very practical considerations which must be taken into account: (1) How do colleges and universities react to applications from students who have attended alternative high schools? (2) What is the reaction of state departments of education to experimental school programs? (3) What procedures are followed by regional accrediting associations in approving alternative high school programs?

(1) Colleges and universities. Before embarking on their alternative programs, at least three of the responding school systems surveyed the reactions of colleges and universities to accepting graduates of alternative schools. The

3/ Wedemeyer, Charles A. "The 'Open' School: Education's Runnymeade?" Educational Technology 12: 66-67; January 1972. Quoted with permission.

results of the three inquiries were similar. As stated by the director of the Experimental Program in Oak Park and River Forest High School, Illinois (see description on page 24), "The majority of the answers received were positive and indicated that our students would have little or no trouble with college admittance." The colleges contacted wanted two things in lieu of grade point average and rank in class--Scholastic Aptitude Test scores and descriptions of the student's activities.

Several schools mentioned that a special letter is sent to the colleges with the applications or transcripts of students who have attended alternative high schools. The letter explains the purpose of the school and its operation, and is accompanied by evaluations of the student's work. Such a letter, from West Philadelphia Community Free School, is reproduced on page 44.

(2) State departments of education. In April 1972 the Educational Research Service requested from each state department of education a copy of its current standards for graduation from high school. Along with the graduation requirements, many states included full texts of their criteria for accrediting high schools. Based on incomplete replies, it appears that a number of states already have procedures to handle experimental programs such as the alternative school programs described here. Some merely state that approval of experimental programs must be sought directly from the chief state school officer. Others permit the local school district to convert to Carnegie units the credits earned through independent study and other experimentally scheduled courses. Other states encourage principals to make allowances for the varying learning rates of students. The following provisions from the accreditation standards of some states show the various degrees of specificity in the matter:

Alaska

"Secondary school administrators are urged to seek the most effective means of presenting course offerings. This will entail a study of time allocation, grade placement, course lengths, evaluation, and method of presentation. For example, if the creative principal can devise a program that will allow one student to complete his high school Algebra I in nine weeks, whereas another student may require two years to accomplish this, then the principal is better meeting the needs of his students and should be encouraged to broaden his program. Principals must develop criteria and procedures to allow evaluation of all programs. This instrument should include organization, course content, and goals, for all classes being taught."

California

The requirements for graduation in California include instruction in course areas, but specific subjects and units of credit are not prescribed. The areas required for graduation are: English, American history, American government, mathematics, science, physical education (unless exempt), and any courses required by the local school district. The local district must adopt minimum academic standards for graduation, including standards of proficiency in basic skills that will enable individual achievement and ability to be ascertained and evaluated.

Florida

The State of Florida has provided four ways in which a student may be graduated from high school. Each of the programs must be approved and implemented by the local school board. They are: (1) A minimum of 15 credits earned in grades 10-12, with seven of the units specified by subject area. (2) Graduation under early admissions and advanced studies programs--one full year's program in college substitutes for the last year of high school. (3) Graduation from high school under a job entry studies program. (4) Student performance graduation. The latter plan operates in this way: The school or district establishes a plan which includes guidelines and criteria for establishing the individual student's program of studies; the philosophy of the school, including the theory of learning on which the philosophy is based; and a procedure for evaluating the plan periodically. The plan must have the approval of the Commissioner of Education, conform to state-established goals, and be evaluated annually.

Hawaii

"Negotiated programs for alienated students or other students with unique problems or needs may be structured with the approval of the principal and the district superintendent. Such programs may include credit for part-time work experience."

Illinois

"A high school may grant credit on the basis of local examinations to pupils who have

achieved the necessary proficiencies through independent study either with or without private tutoring, or for work taken in or from a recognized institution. Plans for earning credit outside of regular classes should be approved in advance by the local high school principal according to established policy. The pupil's permanent record should show how the credit was earned. His examination papers upon which such credit is validated should be kept in the school files for three years as evidence for recognition and accreditation agencies."

Maine

With advance permission of the Maine Commissioner of Education, classes may be scheduled for less than 120 clock hours per year (200 minutes per week).

New Hampshire

"Inevitably, any set of standards for schools will at times appear to restrict the imagination and initiative of teachers and administrators. The State Board of Education intends that the approval of standards set forth be administered with sufficient flexibility to encourage experimental efforts of all types, including the use of teacher aides, community resources, large group instruction, teaching teams, newer educational media, unusual scheduling practices, and similar arrangements.

"It should be emphasized, however, that all experimental efforts are to be fully coordinated with the State Department of Education and approved by the State Board of Education. There must be reasonable evidence of adequate planning, of sufficient resources, and of a satisfactory scheme to evaluate the new program following a trial period. This policy places a serious burden of professional responsibility on the local school officials. Under no conditions would the State Board expect superficial arrangements of an expedient nature to be represented as 'experimental programs'."

New Mexico and Utah

"In keeping with the philosophy that credit should basically be an expression of progress in learning rather than merely time spent, credit should be granted for work completed in a period of time that is either shorter or longer than the time normally required. Criteria for successful completion should be developed by the schools as a guide to both students and teachers in assuring quantity and quality of performance regardless of time involved."

Pennsylvania

"At the discretion of the principal in consultation with the teacher, credit may be awarded for the satisfactory completion of a planned course, regardless of time actually spent in class, in accordance with policies established by the board of school directors.

"Credit may be awarded by the principal in consultation with the teacher to regularly enrolled students who successfully pass an examination which assesses mastery of a planned course, regardless of the time spent in receiving formal instruction in the course, in accordance with policies established by the board of school directors.

"Any pupil 14 years of age or older who is not benefiting from the regular program as determined by his teacher may, with the permission of his parents and the school principal, have an individualized schedule containing those subjects from which he can profit to prepare him for an occupational skill. All such programs shall include appropriate instruction in citizenship and communication skills."

Washington

Accreditation standards set by the Washington State Board of Education specify that 16 units are required for graduation--8½ in specific subjects and 7½ in electives, except that "when the local school district deems it to be in the best interest of the individual, specific requirements may be waived provided they are not required by state statutes." The only statutory requirements in Washington are one unit of United States history and government and one-half unit of Washington history and government.

Wyoming

"At the discretion of the principal, credit is allowed upon the basis of qualitative achievement in lieu of the foregoing quantitative requirement, provided such achievement is validated by satisfactory scores upon standardized tests and other proof of proficiency and understanding."

Additionally, five states have no specific graduation requirements, leaving this up to the local school board--Colorado, Connecticut, Massachusetts, Nebraska, and Wisconsin. The Oregon State Board of Education has before it proposed graduation requirements which, if approved, would become effective in September 1972 and apply to the graduating class of 1976. They emphasize performance requirements and minimum competencies in four areas--career development, consumer affairs, social responsibility, and personal development.

(3) Regional accrediting agencies. ERS sent a letter to the executive secretary of each of the six regional associations which accredit high schools in the United States, requesting information on the criteria the association ap-

(Continued)

plies to judging alternative high school programs. Selected passages from the comments of the responding executive secretaries and/or the accreditation procedures follow. At press time no information had been received from the Executive Director of the Commission on Secondary Schools for the Northwest Association of Secondary and Higher Schools.

Southern Association of Colleges and Schools

"...the Commission on Secondary Schools of the Southern Association has long encouraged schools to develop new programs that may be somewhat different from the presently adopted standards. Our standards read:

'1. Where experimental designs are at variance with the standards, the proposed study shall be presented to the State Committee for approval prior to the implementation of the experiment. (Forms for outlining the proposed studies may be obtained from the office of the State Chairman.)

'2. Reports of the results of the experimental studies shall be filed with the annual report.'

"We would accredit schools which are developing concrete proposals showing their purposes and aims and would then visit such schools to determine whether or not they are achieving these aims in an acceptable way. Admittedly, this program is very general at the moment, but it is designed to open the door for experimentation, and when and if the program becomes specific, criteria will be developed."

Western Association for Schools and Colleges

"Accreditation of alternative schools, either public or private, poses for us no problem fundamentally different from the accreditation of any other type of secondary school. Our criteria are all stated in qualitative terms, and guarantee each institution is to be evaluated on the basis of the degree to which it is accomplishing the purposes and functions outlined in its own statement of objectives, and on the appropriateness of those purposes and functions for an institution of its type. Our procedures do encourage much flexibility in evaluating various types of institutions.

"In the case of Berkeley High School, we have accredited the total school and considered the alternative programs as part of the whole. They are considering establishing a new school which would include the alternative programs so that they would no longer be an integral part of Berkeley High School. Should this new school be established and should it seek accreditation, we would encourage the school to make whatever adaptations in our self-study materials would seem appropriate to encourage a meaningful self-study. We would then seek to identify visiting team members who would have an understanding of this type of school. These are really usual procedures for working with any type of secondary school."

North Central Association of Colleges and Secondary Schools

"The NCA Commission on Secondary Schools has been puzzling over this matter of alternative and nonstandard secondary schools for the last two years or so. In general, we favorably view the exciting efforts being made in many quarters to provide authentic alternatives to the standard secondary schools of today. We as regional accreditors would wish to do nothing to curb or discourage legitimate efforts toward those ends.

"At the same time, however, we are acutely sensible of the fact that this general genre of schools sorely needs some type of monitoring, if abuses and excesses are not to overshadow their very legitimate values. As regional accreditors, of course, we would hope that the 'standards' that are to be used to police these nonstandard schools will be developed by the profession itself on a voluntary, optional, nongovernmental basis, so that the vital elements of creativity and local adaptation will not be subordinated to official control.

"The dilemma facing the NCA Secondary Commission at this time is that our present standards for accreditation, sound and flexible as they are, just are not applicable to schools—or educational experiences--that fall as far apart from the prevailing patterns as some of these schools do. Hence as an organization the NCA Secondary Commission has been giving considerable thought as to just how to develop accreditation standards for nonstandard schools. It presents an interesting challenge.

"We have been able to accommodate some of these schools, such as the Chicago High School of Metropolitan Studies, the Cleveland Urban Learning Community, and a few schools in penal institutions, by appropriate adjustments of our existing standards. However, we have had requests from many other nonstandard schools whose membership applications we have not been able to consider up to this point, because there just is no way our present accreditation standards can in good conscience be bent to encompass these schools.

"It is highly likely that some formal proposal relative to accreditation for the nonstandard schools will be presented to the Commission on Secondary Schools at its annual business meeting next March. It is our intention to make those proposed standards as valid and as demanding as are the standards we maintain for our

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regular member schools, though standards for these nontraditional schools will have to be broadly flexible if they are to encompass the highly variegated spectrum of these new kinds of schools.

"Those of us in the NCA Secondary Commission in working on this matter are not unduly naive. We realize that many of these alternative schools are sound experiments in diversity and are providing worthwhile and significant learning experiences for their students. Others are really more untutored aspiration than accomplishment and well may be doing some serious disservice to young people under the guise of educational iconoclasm. Still others, I feel forced to say, are little better than educational bucket shops, preying on the yearnings of some young people and their parents for more satisfying school ways. Not every school that brandishes the banners of 'freedom' and 'openness' can legitimately lay claim to educational effectiveness, I fear.

"Nor would I wish to leave the false impression with you that everyone in the NCA Secondary Commission is especially sympathetic to these new and somewhat undisciplined school endeavors. There are some among us who feel that a seismograph, rather than accreditation standards, would be more appropriate for the evaluation and appraisal of these schools. But we all are united in one common concern, and this is to defend the public interest in this matter of alternative, free-form secondary schools. That, of course, is the main rationale of regional accreditation itself.

"I have no doubt that the NCA Secondary Commission will increasingly extend membership to those alternative secondary schools that prove their educational worth....The real question at the present time seems to be just what mix of continuity and change in the schools will best serve American youth."

New England Association of Schools and Colleges

"The qualitative standards of this Commission do provide some flexibility in interpreting the standards. The alternative schools we have dealt with to date are seeking RCA (Recognition of Candidacy for Accreditation) as a first step in the accreditation process.

"The Commission recognizes the desirability of providing some degree of status or affiliation for a public secondary school not immediately eligible for accreditation but one that makes a commitment to work toward meeting the standards of membership for accredited institutions.

"The category 'RCA' is most useful to one of the following:

(1) A new public secondary, regional, or union school not eligible for immediate membership and accreditation under present policies.

(2) A school that has been in operation for a number of years but for various reasons (some of which may relate to the standards of membership) has not sought regional accreditation.

(3) A school whose membership in the Association has been terminated but which has taken steps to strengthen its program consistent with the standards of the Commission.

"A public secondary school may seek regional accreditation by conducting a self-evaluation, using the Fourth Edition of the Evaluative Criteria, published by the National Study of School Evaluation, as the measuring instrument, and by requesting the Commission on Public Secondary Schools to provide a visiting committee. A school is not eligible for regional accreditation until at least one class has graduated.

"The Recognition of Candidacy for Accreditation category does not represent membership in the Association. It is a temporary status. An institution admitted to this category is entitled to make public the status of its application in its publications, correspondence, and student transcripts.

"Affiliation with the Association in the category of Candidacy for Accreditation is for a maximum of five years, during which period a full evaluation must take place. If the institution does not comply with the evaluation requirement, it will be removed from the RCA category."

Middle States Association of Colleges and Secondary Schools

The Executive Director of the Middle States Association's Commission on Secondary Schools stated that alternative high school programs have not presented any problem to the Commission for two reasons: (1) Most programs within the Commission's territory operate as a school-within-a-school of a regular high school and are therefore treated by the Commission only as programs within the high school; that is, the institution is accredited, not the program. (2) To date no alternative high schools have applied for separate accreditation.

Should such a program as Parkway in Philadelphia apply for accreditation, this would be denied since the accreditation standards specify that a school must be accredited by the state, must include grade 12, and must grant diplomas. Since Parkway students' records are kept at their home schools and diplomas are issued by the home schools, it would not be eligible for accreditation.

The Commission has no plans at this time to consider changing its accreditation standards to accommodate alternative high schools.

ALTERNATIVE HIGH SCHOOL PROGRAMS

Name of program: OPPORTUNITY CENTER

School system: Eugene, Oregon

Date started: Fall 1971

Enrollment: 53

Staff: 3 teachers
2 aides
30 University of Oregon tutors

Grades included: 8-10

The Opportunity Center in Eugene, Oregon, is for eighth-, ninth-, and tenth-graders who are not functioning at their expected level and who need to try more individualized and personal approaches to education. A student interested in transferring to the Opportunity Center must apply for the recommendation of the principal and/or counselor in his parent school. He must be approved by the staff of the Center, which makes the final selection on the basis of three criteria: (1) It appears that the center can offer the student a better chance of success; (2) The student is transferring voluntarily; (3) The student is willing to make a commitment to his teachers with respect to his school program.

The students in the program attend one of the half-day academic sessions (morning or afternoon) which are devoted to three courses only--math, communication skills, and social studies. The other half of the day he may return to his home school, work with volunteer tutors in his special interest area, participate in organized experiences in the community, or work on group or individual projects. The student participates in the planning of all phases of school life, for the school and for his own program. Group meetings are held to discuss any topics students or teachers wish to discuss. As much as possible, the program of each student is individualized and the group meetings provide the common meeting ground for the students.

Grading is on the basis of student contracts--the student must fulfill his personal commitment to work for an A, B, or C in a program mutually agreed upon by the student and faculty. Credit is transferred to the home school. If he does not fulfill his commitment, no grade appears on his record. Reports of student progress are made every nine weeks via a written report mailed to parents, a telephone conference, or a parent conference at school.

Regular attendance is required. The student is responsible for his own transportation. A student may leave the program and return to his home school at the end of any nine-week grading period. He may be released from the program at any time if he does not live up to his commitment. At the end of the tenth grade he may return to his home school, transfer to adult basic education, or attend community college courses leading to a high school completion diploma.

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Name of program: BALBOA HIGH SCHOOL
ALTERNATIVE ONE
(SCHOOL-WITHIN-A-SCHOOL)

School system: San Francisco, California

Date started: Fall 1971

Enrollment: 160

Staff: 8 teachers (some part-time)
12 student teachers

Grades included: 10-12

The student body of Alternative One is drawn from the enrollees in Balboa High School in San Francisco. Students are selected from applicants with a view to maintaining a group which matches the high school's population in regard to age, ability, achievement, and ethnic stock. All students participating in the program must have parent's permission. The team which interviews each student emphasizes that the school is not a way of getting out of something, but a way of getting into something. The program is designed to benefit the usual student, the student who needs direct, frequent, and in-depth counseling, and the student who is already able to work independently but has not had the opportunity to do so.

In the program the student plans, with his teachers, his own schedule of courses and projects from among the many possibilities offered in the subject areas and interests of the faculty and student teachers from local universities. Students who want to take specialized courses not offered in Alternative One may do so in the regular Balboa program. Many courses are interdisci-

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plinary, snd some provide for study and projects off campus. Some are only one or two weeks in length; others six, eight, or 12 weeks. Some are one-time-only courses. All participants (teachers and students) meet twice a week to look over, revise, and update the course offerings and govern the school. Each student must keep track of what he does and how he does it in order to be accountable at evaluation time, which occurs at least twice a term. Courses may take the form of independent study, tutoring, field trips, apprenticeships, lab and workshop, and lecture-discussion, among others.

*****

Name of program: CONTACT

School system: Roseville, Minnesota

Date started: October 18, 1971

Enrollment: 40

Staff: 1 project coordinator-teacher
1 instructional aide
Staff of Alexander Ramsey High School

Grades included: 11 and 12

The overall objectives of Contact are to facilitate positive change in the attitudes of disaffected youth at Alexander Ramsey High School and to provide positive institutional change. Essentially, the Contact pilot is an alternative educational program designed to meet the educational and emotional needs of a unique cluster of disaffected students.

Contact presently serves 40 students of above average academic ability whose disaffection is reflected in their negative attitudes toward school, community, parents and self. The academic manifestation of this disaffection is the students' unwillingness or inability to work up to their potential. To remedy this situation Contact uses contingency contracting in which the student learns to develop and manage his own curriculum by defining his objectives, the purpose in selecting these objectives, the procedure by which these objectives will be fulfilled, the projected date of completion, the method of evaluation, and the evaluator. This is a written contract, which is presented to the Contact coordinator and the evaluator for approval, before it commences. At the completion of a contract, a new one is prepared with more independence earned commensurate with responsibility demonstrated. The reward (the motivating factor) is the intrinsic satisfaction of completing a meaningful learning experience and the student's expanded freedo- to pursue "his own thing."

In addition to the responsibility of managing his own learning, the Contact student has a tutorial obligation, in order to develop a sense of responsibility for others. His or her student may be another student in Contact who is less proficient in a certain curriculum area or a junior high or grade school child who needs special attention due to some learning disability.

Integral to all aspects of the Contact Program are "family" groups, peer groups which meet daily with the Contact Coordinator to explore individual and group problems and their solutions. The "caring" principle is maintained in families to promote an atmosphere of mutual support. Precision communication and "active" listening are emphasized incessantly as families work through problems and crises. The principles of transactional analysis are introduced to establish a common language system for analyzing and understanding human behavior. Families also monitor each member's performance on learning contracts. Peer help and peer pressure are applied to guard against "copouts" and gaming, two popular manipulative techniques common to the Contact student.

The contracting system has involved 40 different Alexander Ramsey teachers in the student-teacher, shared management of learning experiences. The contracting experience and family group participation have fostered positive attitudes among Contact students, which has positively altered their behavior at home (parent-child relationships) and their behavior throughout the school and community.

Parental involvement with Contact is stressed. Communication is maintained via individual consultations, letters, parent group meetings and, in some cases, membership on the Contact advisory committee.

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Name of program: FOCUS (PERFORMANCE CURRICULUM FOR MEETING LEARNING PROBLEMS) MADISON HIGH SCHOOL

School system: Portland, Oregon

Date started: September 1971

Enrollment: 100

Staff: 1 director-teacher
1 director-counselor
4 full-time teachers
2 full-time paraprofessionals
1 part-time paraprofessional
Student teachers
Non-certificated and community volunteers

Grades included: 9 and 10

The overall purpose of the FOCUS project is to present an alternative school program for ninth- and tenth-grade Madison High School students who have lost enthusiasm for school work, have had few successful experiences in the traditional classroom, and consequently are highly likely to drop out of school. In the program the classroom is the center of a flexible, objective, cooperative, useful, and supportive educational process. Students provide input concerning their needs, interests, preferences and judgments. These inputs are expressed through various procedures, including teacher-student rap sessions, planning modules, and daily program evaluation meetings. The FOCUS curricular program is constructed as a result of these inputs.

A daily agenda aimed at providing relevant learning experiences is prepared by the FOCUS team during the daily 8:30-9:00 planning session. Traditional "lock-step" lessons and subject-centered recitations and lecture methods are avoided whenever possible. FOCUS team members are not individually responsible for any specific discipline, but work as a team, drawing upon the resources and talents of each person, whether teacher, counselor, aide, student, or consultant. Team members are assigned daily tasks on the basis of how individual abilities can be applied to the specific objectives for the day. A general preview of FOCUS activities for the coming week is presented to the students each Friday afternoon for their reactions. FOCUS team members meet at the end of each day (2:30-3:15) to formally evaluate what has happened in terms of objectives; students are encouraged to attend these meetings.

Students attend school from 9:00 to ?:30. Necessary school business such as announcements and attendance is handled from 9:00-9:30. For the remainder of the students' day they follow activities selected from the daily agenda. Students are free to choose from various lab meetings, counseling sessions, field trips, recreation and study periods, and similar activities. Lab sessions revolve around self-contained performance units designed to satisfy specific student, teacher, and student-teacher objectives. There are four lab activitities: communications laboratory, realities laboratory, analysis laboratory, and expression laboratory. Additionally, students may opt for modules in the program "unclassroom". The "unclassroom" is conceived as an individual "oasis," a place in which students are allowed to function according to their own dictates, free from the imposition of others' demands or expectations. Students are also free to plan, execute, and finance whatever decor and equipment they want for the unclassroom.

Field trips are divided into three general categories and are planned by students and teachers as tools for reaching specific educational objectives. They may be functional, recreational, or cultural experiences. Parent and community resources are solicited for field trips.

Generally, students in the FOCUS program do not take classes in the regular Madison High School program. The traditional grading systems have been abandoned. The FOCUS staff members, in cooperation with the students, determine how the year's work will be evaluated as to course titles and credits. No formal report cards are issued; however, the FOCUS team maintains regular communication with students and parents concerning individual progress in school.

Funding is through Title III ESEA monies.

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Name of program: DOWNTOWN LEARNING CENTER

School system: Atlanta, Georgia, City Schools

Date started: March, 1971

Enrollment: 160

Staff: 1 director
7 teachers
1 secretary

Grades included: 8-12

The Downtown Learning Center in Atlanta is aimed at achieving an environment where high school students who have academic abilities but who do not learn in a regular school environment will perform in a more positive manner. It was decided that the environment needed to be relatively unstructured, open, and accessible; and that it should deliver what it promises, involve pupils in planning and operating, and be highly individualized. The mission was to find a better way of helping "turned off" pupils acquire intellectual and emotional handles with which to cope with school, job, home, and other people. Students in the program are enrolled from high schools throughout the city by an application and interview process.

The schedule is flexible and dependent upon weekly organization of learning contracts to be implemented. A contract between a student and instructor for a specified subject attempts to state explicitly a voluntary agreement involving the following: the objectives of the course, the student's needs and wishes as he understands them, and the instructor's ideas as to the best way to match these two. All contracts are mutually renegotiable at any time. Contracts range along a continuum from very explicit lesson-to-lesson contracts to very "open" general contracts. Recently, several instructors have been writing "mini-contracts" for students who seem to need the more immediate reward of finishing a contract rather than deferring the reward until completion of the standard length contract. A mini-contract is usually worth one-quarter hour credit; five mini-contracts would be the equivalent of a standard contract. On completion of a contract, the Center certifies the course back to the home school for addition to the student's permanent record.

Following is a list of contracts students are presently pursuing at the Downtown Learning Center:

In-Building Contracts

1. English - drama, journalism, reading improvement, speed reading, creative writing, poetry, American literature, short story, speech, humanities, contemporary literature, Shakespeare, composition, mass media, Black literature, mythology, thematic reading, and grammar.
2. Social sciences - Georgia history, urban community, anthropology, geography, world history, American history, law, psychology, economics, government, and sociology.
3. Foreign languages - French, Latin
4. Math - general math, algebra, geometry, business math
5. Science - general science, biology, human biology, physics, ECCP
6. Art - drawing, clay, art construction, school service
7. Music - piano, guitar
8. Physical education - yoga, individual fitness
9. Photography
10. Career guidance

Out-of-Building Contracts

1. Journalism at Atlanta newspapers
2. Zoology at Grant Park Zoo
3. Human Biology at Grady Hospital
4. Drama (tutoring at an elementary school)
5. Law at courthouse
6. Music at Georgia State University and YMCA
7. Art at Georgia State University and Memorial Arts Center
8. ROTC at home schools
9. Driver education at home schools
10. Band at home schools
11. Basketball at Pittman Park gym

Name of program: FREEDOM HIGH SCHOOL

School system: Albuquerque, New Mexico

Date started: November 11, 1970

Enrollment: 127

Staff: 1 director (staff coordinator)
1 team-leader/teacher
4 teachers
1 secretary
3 university student interns

Grades included: 10-12

The purpose of Freedom High School, so named by its students, is to offer students a realistic education which will involve them in living and functioning in our present-day society. It offers a job training, academic, and an enrichment program using community resources. The school is focused on educating the student who has not been reached by traditional learning methods, the student who has become turned-off, feels ignored, and is apathetic toward the academically structured classroom. The following are the goals of the program:

1. Through involvement in choosing a personalized, relevant educational program, the student will gain insight into the importance of a continuing education.
2. In his involvement in this personalized program, the student will develop self-confidence which is applicable to varying life situations.
3. Through active participation in the school's program, the student will develop the ability to make decisions and accept the results of those decisions, positive or negative.
4. Work experience will allow the student to gain a meaningful experience related to his potential future occupational fields.
5. The student will gain from the work experience a meaningful understanding of the socio-economic structure of the community.

There are three interrelated areas in the curriculum: job training, academic, and enrichment areas. Credit is available in each of the areas. The first aspect, job training, forms the core of the program. The student selects the area of job training in which he is interested and the faculty helps him locate an appropriate employer. Sometimes the employer first trains the student without pay; later he might actually be employed by the business.

The second aspect of the program, academic, requires the students to fulfill state course requirements for high school graduation; effort is made to relate the academic subjects to the job training situation.

The enrichment or elective courses are selected by students to enhance their life styles. They might be tutorial-type courses taught by university graduate or undergraduate students, or by other individuals; courses may also be selected from area high schools or local universities and community colleges.

The program allows the students to earn credits through a combination of work and courses. The faculty, student, and employer/trainer evaluates the student's work experience in terms of responsibility and involvement, and the faculty issues credits commensurate with effort observed. Students are evaluated at least three times per semester. The procedure consists of reviewing records in terms of attitudinal change, work experience, student's evaluation of himself and the activities he participated in, and overall achievement.

Funds for the program are supplied by the public schools and the state department of education. Each student maintains his own personnel file; supportive files are kept by the staff. Two vacant church buildings are leased at $1.00 per year, with the school paying for utilities and the faculty and students performing the maintenance work. Each location houses approximately 60 students and 3 teachers. Students provide their own transportation. There are limited funds for field trips.

Of the 51 students who enrolled the first year (1970-71), 46 successfully completed the program toward graduation. The budget for the first year, including salaries, was $41,500.

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The evaluation of the first year pinpointed a number of problems encountered in the program:

1. The federally funded youth programs and the tight economic situation make jobs for Freedom High students difficult to locate.

2. Legal obstacles such as labor laws and insurance can impede progress.

3. Students experience difficulty with public transportation schedules.

4. Difficulty has been encountered in developing rapport between students and employers; personal life styles of students are sometimes offending.

5. Constant publicity is needed to maintain the interest of businessmen.

6. The problem of how to motivate unmotivated students still exists.

7. The number of contract days (staff) previous to opening of school is inadequate for advance planning.

8. The knowledge of drug usage is more obvious, but professional training to handle the problem is lacking.

9. The faculty undergoes extreme highs and lows of emotion due to the intense involvement demanded; there is a tendency also to over-identify.

10. Physical plant affects human comforts.

11. Breakdowns can occur in communications with parent schools, which are responsible for attendance, transcripts, record-keeping, diplomas, and recommendation of applicants.

In its second year of operation, Freedom High School serviced 127 students in grades 10-12. Of the 63 seniors at the school, 52 of them will graduate.

One significant statistic which supports the need for an alternative school was noticed in a follow-up study of 66 students who had applied for admission to Freedom High but could not be accepted due to staff size. Upon checking records, it was noted 36 of these students had left school. On the other hand, 12 of the 127 students enrolled at Freedom High dropped out during the 1971-1972 school year.

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Name of school: COMMUNITY SCHOOL

School system: Albuquerque, New Mexico

Date started: February 16, 1972

Enrollment: 100

Staff: 1 staff leader
1 staff secretary
3 instructors (certified)
56 community volunteer instructors

Grades included: 10-12

Community school is an experimental alternative school sponsored by the Albuquerque Public Schools for high school students who attend the three high schools in the East Area of the district. The school was planned by and for students who expressed a strong desire for more personalized and individualized instruction in the community, which had not been possible in their regular high schools.

The program aims to offer students an alternative to the present high school curriculum and structure by providing:

1. Classes taught by community volunteers who have specific skills not available at the schools, e.g., doctors, city officials.

2. Class locations outside the classroom which are more pertinent to students' learning experiences, e.g., hospitals, radio stations, the zoo, artists' and architects' studios, City Hall, the mountains.

(Continued)

3. Small classes in order to have more active response and individual attention (class size ranges from one to 16 students)

4. A more active role for students in the educational process: curriculum development, course and instructional evaluation and recommendations, program planning, problem solving (securing transportation, getting additional instructors, locations, and supplies, etc.), and accepting greater responsibility for their decisions--good or bad.

5. High school credit for course work undertaken with an emphasis on learning rather than grades or failure. Evaluation is continuous; "credit" or "no credit" is the preferred grading system.

6. The opportunity for motivated students to pursue as many and varied learning experiences as they can adequately manage.

Planning for the program began in the fall of 1970 as high school administrators, parents, students, and teachers discussed an alternative to secondary education. During the summer of 1971 a summer school planning seminar further explored and developed the program. A coordinator and four additional staff members (three instructors and one secretary) were assigned to the program in late December 1971 and January 1972 to implement the program beginning February 1972.

This team was responsible for publicizing the program and procuring coordinating teachers at each high school; planning with each high school administration and counseling staff; reactivating the student planning committee and devising selection criteria; contacting volunteer teachers in the community; planning classes, objectives, locations, etc.; informing the parents and community; and setting up an advisory council.

Students enrolled in the program must take a minimum of two classes; most are taking many more. Students must provide their own transportation and purchase their own supplies.

The school's office is in the area office, but the 84 classes offered are held anywhere. The program budget consisted only of the staff salaries for the period February 16 to June 30, 1972.

An evaluation of the project was completed in May 1972, based on criterion referenced instruments developed by the Community School students, parents, staff members, community instructors, and high school administrators. All students are studying the basic methods of evaluation in seminars in order to participate actively in the evaluation and planning processes. Evaluation will determine the extent to which the program's objectives are met and the necessary modifications or changes in procedures and objectives.

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The two program descriptions which follow are presented as examples of the implementation in local school districts of a 1970 decision of the Massachusetts State Board of Education permitting high schools to operate "open. . .programs in which all students need not be present at all times." School districts are permitted to schedule students in programs of less than 5.5 hours for formal instruction or in programs where student learning is partially self-directed within or outside a school.

Name of program: FLEXIBLE CAMPUS

School system: Boston, Massachusetts

Date started: September 1971

Enrollment: 19,728 in all Boston high schools
1,155 seniors out of 4,212 participating in off campus internships

Staff: See summary

Grades included: Varies by program and school

The Flexible Campus program in Boston allows each high school to develop its own distinct proposal. All experiences are not offered in each school and criteria for participation in any experience is determined by each school. There are, however, more similarities than differences among the school's plans.

There are two aspects to each school's plan: the on-campus programs and the off-campus programs. The on-campus programs are those which take place in the school and are open to all students. Many curriculum changes have been made as a result of such on-campus programs as:

1. Mini-courses, developed as a direct result of expressed student needs and interests. These are offered for academic credit as a study period option, and are taught by faculty members or university, business, or community volunteers.

2. Guest lecture series

3. Film series

4. Tutoring programs

5. Independent study

6. Counseling

7. In-school internships

8. Staff development-human relations workshops, reading workshops, etc.

The off-campus programs are those which take place during the school day away from the school building. Students earn academic credit for these learning experiences. Each school determines the eligibility criteria for admittance to and dismissal from off-campus programs. Generally speaking, students are upper-classmen who attend classes in their home schools during the morning in order to earn credit in courses required for graduation or career. The afternoon is spent in gaining an educational vocational experience. Every effort is made to tailor these programs to the student's interest and needs. Some of these include:

1. University courses

2. Business internships

3. Social service internships

4. Cultural internships

5. Governmental internships

6. Tutoring in elementary schools

Each high school has an assigned coordinator and a school planning team. Each school planning team includes the coordinator, teachers, and students. The coordinator and teachers are selected by the principal; students are selected in a manner prescribed by each student council. The team works with the principal, school council, faculty, and student body to collect data needed to plan the program, to compile a list of school needs, to identify community resources, to develop the proposal, to implement the program, and to assist in program evaluation.

A formal evaluation of the program by the Lincoln Filene Center of Tufts University is underway.

Name of program: OPEN CAMPUS

School system: Springfield, Massachusetts

Date started: April 1972

Enrollment: Not available (1,800 seniors enrolled in the public schools)

Staff: See summary

Grade level: 12

The implementation of the Massachusetts State Board ruling in Springfield differs from that in Boston on a number of points. A standard program is available systemwide; only seniors are eligible; courses and other experiences are offered without credit; eligibility requirements are standardized systemwide and include academic and citizenship requirements.

The Open Campus program was developed as a result of a student request for such a program. The board of education appointed an advisory committee to consider the request and prepare a proposal. The committee included 20 voting members, but other interested students, admin-

(Continued)

istrators, teachers, and community people were involved in the project; some served as advisors while others represented groups and agencies that would be participating. The committee drew up a general outline and subcommittees developed specific proposals for various areas of the program, each of which was subject to committee approval.

The final plan, as approved by the school board, established the following eligibility and dismissal criteria:

1. Only seniors are eligible to participate.

2. The program is voluntary and written student request for admission, as well as written parental approval, must be given.

3. Students may be declared ineligible or dismissed from the program for the following reasons:

   a. Current failure in two or more courses
   b. Truancy
   c. Excessive tardiness and/or absenteeism
   d. Skipping an assigned class
   e. Disruption of classes or other school activities while participating in the open campus program
   f. Disruptive behavior which is persistent annoyance to other public or private agencies

One of the basic concepts of the Open Campus program is to encourage the development of responsible decision making concerning the use of free time by students. Students who participate in Open Campus may use the time for personal business, for relaxation, for recreation, etc. In addition to these choices, many additional educational opportunities are available to students. At the heart of the Open Campus program is the desire to utilize the educational services and business resources of the entire community. The response of the business and community agencies, facilities, and people the needs of the program has proved extremely encouraging. The four areas or options are listed below:

I. On-campus options
   Tutoring; gatherings in cafeteria; casual study halls; mini-courses; off-campus program planning; special interest seminars; counseling and rapping; student lounge use.

II. Downtown options
   Practical and informal seminars conducted by the major employers of Springfield residents--the banking industry, the insurance industry, and the utilities. Later in the program, on-the-job educational opportunities will be available.

III. Service project options
   Volunteer work in hospitals, nurseries, schools, nursing homes, the Red Cross, boys' club, and the United Fund.

IV. Quadrangle options
   Projects, work options, study possibilities, etc., in libraries and in art, historical, and science museums.

V. Miscellaneous options
   Includes school central office, welfare department, armory museum, YMCA, city hall, Chamber of Commerce, bar association, and Community Technical College.

Individuals also have the option to develop their own projects, working through the coordinator in each school. Each school has a coordinator and a steering committee of approximately 20 members for the program.

Evaluation of the program is conducted through questionnaires completed by each student participant and by members of other groups connected with the program--teachers, administrators, parents, businessmen, and other agencies.

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Name of program: ALTERNATIVE SCHOOL IN CUBBERLEY

School system: Palo Alto, California

Date started: September, 1971

Enrollment: 70

Staff: 3 alternative school teachers
3 interns from local colleges and universities
Parent and community resource persons

Grades included: 10 and 11

The alternative school features curricular flexibility based upon personal commitment and decision making by students. Development of all independent projects and special courses is preceded by careful planning and explicitly stated purposes agreed to by student and teacher. This planning results in a written agreement called a "contract." The student fulfills his contract by involving himself in a variety of educational experiences utilizing community resources as well as those available at Cubberley. All 10th- and 11th-grade pupils in Cubberley High School who volunteer are eligible for the program.

The school has a variety of physical and human resources. Alternative School teachers organize the activities of the school, in conjunction with the students who are enrolled. In the planning phase, the coordinating teachers helped the students define their goals and select their activities, insuring a reasonable educational plan. The coordinating teachers and/or students act as resources for the seminars and tutorials, teach classes, and guide students who are on independent study and exploratory experiences. Other resources include Cubberley teachers, interns from local colleges and universities, Cubberley students, parents, and experts from the community. Most important, the students are resources for each other and take active roles in teaching as part of their learning.

Although some students are absent from the campus for field work or for exploratory experiences, Cubberley's physical plant acts as the "headquarters" for the school. Necessary ASC classrooms are provided by CHS.

One method widely used in the Alternative School is the "contract" concept. The contract is the result of discussion between the student and the teacher/coordinator he has chosen. The contract represents an agreement between the student and his coordinating teacher upon the activities of the students. The contract consists of three parts: (1) a statement of goals and specific objectives, (2) a description of the activities of the student aimed at achieving the objectives, and (3) a detailed description of the agreed-upon methods of evaluation. This "contract-making" implies a mutual commitment which could be "renegotiated" as new directions or focus in student objectives come about. Renegotiation does not mean failure to meet obligation.

An important preliminary part of the orientation procedure for students is an organized program (group meetings, seminars, role playing, etc.) for learning about (1) time management, (2) objective setting, and (3) local educational resources.

The process of choosing and designing the educational program is a very important dimension of learning in the Alternative School. Some of the types of educational learning experiences offered are:

Independent study. The student may choose to satisfy some of his educational objectives by doing independent study and research with guidance from the coordinating or associate teachers, interns, student teachers, or outside resource consultants.

Exploratory or field experiences. Many students want to include off-campus field work in their plans. Exploratory experiences can be in any field of interest. The Exploratory Experience counselor is available to arrange programs. Other field work can be either an individual or group project related to the contract and may occur regularly or for short intensive periods or as simple one-shot visitation.

Seminars. When six to 15 students share common objectives and interests about a problem or a unit of subject matter, a seminar may be organized. The time and dimensions of coverage are mutually agreed upon. Students and faculty (which may include outside resource persons) assume both teacher and learner roles with faculty as senior resource persons.

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Research projects and tutorials. From one to six students may work intensively on related independent study or research projects under the direction of a faculty member or resource person. The tutorial provides a means for producing and reviewing independent research work and original papers.

Classes. Classes are organized by the Alternative School, selected from Cubberley's regular schedule, or selected from offerings of other educational institutions nearby such as Stanford.

School meetings. Periodic meetings of the entire school are called. They are an important part of the educational experiences and are concerned with operation of the school and problems as they arise. A sense of community and mutual concern are a goal of these meetings.

The mix of independent study, field experiences, seminars, classes and projects is not prescribed; it depends upon the student/teacher planning. Satisfaction of state, district, and college requirements has to be considered, however.

Many forms of evaluation of the student's progress are available, depending upon student preference and student/teacher agreement. Not only does evaluation provide an accurate account of the student's experiences and achievements, but it is used for evaluation and explanation of the Alternative School. One form is a log (fairly detailed) of the student's activities. Other student evaluation techniques include reports, oral discussions between student and teachers, presentations to the Alternative School or portions thereof, and in some cases, periodic testing. Grades, if desired, are determined by student/teacher discussion.

The Alternative School grants regular high school credit for learning accomplished in the school. Since it is a school within Cubberley, the same course titles are used by both the regular school program and the Alternative School program. Consequently, no differentiation is made on the transcript between course credits earned in the regular school program and the Alternative School program. In subjects for which a student desires actual course credit (as on traditional transcripts), this must be stated in the contract. In the Alternative School, the student may earn any amount of credits within a subject category. The amount of credit earned depends upon the amount of work the student wishes to do. However, a qualified teacher of this subject must agree that the area is being sufficiently covered for the credit desired.

*****

Name of program: WOODLAWN PROGRAM

School system: Arlington County, Virginia

Date started: September 1971

Enrollment: 170; 237 in 1972-73

Staff: 9 teachers; 12 in 1972-73

Grades included: 11 and 12;
10-12 in 1972-73

The student body of the Woodlawn Program is chosen by lottery from among volunteers from the three high schools in Arlington County, Virginia. The program is described as a place where students work in cooperation with their teachers to frame an individual program of studies within the traditional course selection of an accredited high school. In each student's program, a strong emphsis is placed on the interdisciplinary nature of human knowledge. Students must complete required English and social studies courses for which traditional letter grades are given. The remainder of their program consists of classes and independent study in state approved courses.

Students may take other than required courses for a letter grade or for credit/audit/no credit. Credit means the student has completed all requirements of the course. Audit means a student has completed 50-99 percent of the requirements, but no credit is given for the course and "audit" appears beside the course on the student's permanent record. No credit means that a student has completed less than 50 percent of the requirements and his record carries no indication that he has taken the course. Only letter grades are used in determining grade point average and class rank. All attendance reporting, class ranking, grading structure, and diplomas are handled by the student's home school.

Most classes meet one to three hours a week, with the remainder of the time for independent study and private conference sessions with teachers. In regular class sessions emphasis is on

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enrichment of the curriculum. Students are encouraged, although not required, to use out-of-school facilities to enrich their curriculums. They are encouraged also to find educational situations tailored to their particular needs, i. e., a student studying Spanish works in a store where only Spanish is spoken. Each student has a regular member of the teaching staff as his academic advisor, with whom he meets regularly to discuss his school work and any problems that may arise pertaining to his adjustment to the program.

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Name of program: SHANTÍ SCHOOL (SHANTÍ is Hindu for "the peace that surpasseth all understanding")

School systems: Hartford, East Windsor, Plainville, Rocky Hill, Wethersfield, and Simsbury, Connecticut

Date started: September 1971

Enrollment: 50

Staff: 1 principal
2 resource teachers
1 secretary

Grades included: 10-12

The Shantí School, a regional alternative high school serving central Connecticut, began as a result of planning by a group of parents and citizens in Hartford in the summer of 1970. The group requested that the Capitol Region Education Council adopt the program as the corporate body ultimately responsible for the school. The Hartford Board of Education committed $30,000 to the project as the per pupil cost for 30 Hartford students. Five other boards in the area committed funds for 20 additional students. Sixty percent of the student body must be from the City of Hartford; no more than 10 percent of the students may be on a tuition (non-public school supported) basis.

The policy-making power for the school lies in the hands of the Shantí School Board, consisting of one appointed representative from each participating board of education, the executive director of the Capitol Region Education Council, five students, five parents, and five members of the community. The staff of the school was chosen by consensus of representatives of the following groups: students, parents, community, administrators, and existing staff. Students are chosen by lottery in each participating district, to the extent of committed funds, from among applicants who have parental approval.

The school year runs in eight-week cycles, with a week between each cycle for planning and evaluation; the cycle includes Saturdays and eliminates some holidays in order to enable the students to get out of school early in the year.

Course categories and suggestions resulted from a group meeting where students suggested specific areas of interest as well as courses needed to complete required credits for graduation. Courses are placed in broad categories or divisions in the place of traditional academic headings; for example, "Body Wonderful, Soul Complete" includes physical education courses (broadly defined).

In order to determine credit for a course, points are assigned to each course and area. Sixteen points equals one high school credit. Thus an area may have 48 points (3 credits) overall, but courses within the area may be worth anywhere from one to 16 points. Grading is on the credit/no credit/incomplete basis, as determined by the student's and teacher's evaluation of student completion of mutually-established goals for the course.

The curriculum is flexible to allow for independent study, community-based study, and regular classes. When long-term study is helpful, a course may be continued for several cycles.

Evaluation of the courses and teachers follows the same pattern outlined for student evaluation and is done at the end of each course. Additionally, students meet weekly in "base groups" led by a staff member or qualified consultant. Each base group makes an evaluation of itself in such areas as attendance, behavior, adjustment, as well as an overall evaluation of day-to-day experiences, both weekly and at the end of each cycle. Each base group also appoints one member to a school-wide continuing evaluation team. At least annually, a major evaluation is made by an external consultant. (Samples of the course and student evaluation forms appear on pages 45-47.)

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Name of program: ALTERNATIVE SCHOOLS PROJECT (ALTERNATIVES EAST AND ALTERNATIVES WEST)

School systems: Abington, Cheltenham, Lower Merion, Philadelphia, Radnor, and Springfield, Pennsylvania

Date started: September 1971

Enrollment: 300 (150 in each school)

Staff: 1 project director
23 teachers

Grades included: 10-12 (nongraded)

The Alternative Schools Project, consisting of Alternatives East in Elkins Park, Pennsylvania, and Alternatives West in Bryn Mawr, Pennsylvania, is the joint project of six metropolitan Philadelphia school districts. Students and staff are drawn from all six districts, and the students are chosen by lottery. In general, students in the project are college oriented, independently motivated, and academically able.

The project is designed to help students develop the traits and abilities required for successful college study and job performance. The project is also designed to test new curricula, new types of scheduling, and new ways of teaching and learning. Standard subjects like science, mathematics, and foreign languages are supplemented with short-term electives in the arts and humanities. Classes make extensive use of problem-centered inquiry, seminar discussions, and independent study. Four Intensive Learning Weeks are scheduled during the year to facilitate in-depth study and extended travel and work. With parent approval, students build their own schedules and select their own teachers. Each student must develop his own community involvement program of part-time work, volunteer service, or independent study outside the school. The open-campus policy gives the student guided experience in managing his own time and in supervising his own activities.

Students and staff work together to develop rules and policies for the community. Students actively teach classes, develop curricula, and assist in running the physical plant of the school.

The size of classes averages 10 to 12 students. Each teacher also counsels 14 students. Significant parent involvement is encouraged; some parents of students serve as volunteers or as part-time instructors. A broad range of adult professionals supplement the regular teaching staff. Cooperation is also maintained with the Graduate School of Education at the University of Pennsylvania.

Students at Alternatives East and West receive their diplomas from their own high schools, where their official school records are kept. They may take part in varsity sports and take courses at their home high schools.

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Name of program: GATEWAY HIGH SCHOOL

School system: New Orleans, Louisiana

Date started: February 1971

Enrollment: 180

Staff: 1 coordinator
9 instructors
Community volunteer instructors
Student teachers

Grades included: 10-12

The Gateway High School was established as a takeoff on the Parkway Program in Philadelphia and the Metro High School in Chicago, schools-without-walls. Students in grades 10-12 of Title I schools are eligible for the program. Enrollees are selected by lottery from among qualified applicants.

Through teacher guidance and coordination, students are assigned specific sections of a subject to be studied with an expert in the community capable of giving practical information that uncovers the relevance of the subject matter, e.g., government and civics from attorneys and judges. Two to four hours a week are spent in a structured classroom setting, depending on the remediation needs of the student. Students follow meeting schedules outside the school the remainder of the time; these meeting schedules are updated every three or four weeks by the teachers. The total time spent in a subject (in the classroom, with the individual instructors, or on independent research) is 90 hours. Grading is by credit/no credit/incomplete, according to achievement of specifically stated objectives. Progress is gauged by standardized achievement tests administered at the beginning and end of each term. Travel to meeting places is by public or private transportation.

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Name of program: NEWPORT PLAN (SCHOOL-WITHIN-A-SCHOOL OF NEWPORT HARBOR HIGH SCHOOL)

School system: Newport-Mesa Unified School District, California

Date started: February 1972

Enrollment: 45

Staff: 1 director (advisory only)
1 co-director
3 teachers (staff consultants)
3 intern teachers

Grade level: 11

The Newport Plan, a modified "school without walls" program, is designed to utilize the resources in and of the community and the school for a different learning experience. The community itself is the classroom and the life of the city is the curriculum. The school is a resource center where students can organize, share, and evaluate their experiences. Education for participants places greater emphasis on activity and expands to the open evironment of the community.

Students utilize the community for what it can "teach." Students attend Newport Harbor High School for two periods in the morning. The rest of the day is spent in the community with student contacted resources. All participants in the program return on Friday to the high school for a day of debriefing, research, planning, and evaluation. These students are divided equally among three tutorials which represent three different "disciplines" (subject matter areas). They rotate every eight weeks to a new discipline. In a year's time a student spends eight weeks in each tutorial, plus a two-week orientation period. Each group of students is supervised by one intern teacher from cooperating universities and has one Newport Harbor staff member as a staff consultant. The program also utilizes four students in the Social Ecology Program at U.C.I. These students serve as resources and aides. An in-school course in "community problems" will be developed at the end of the program as a concluding experience.

Participants are chosen by lottery from among junior volunteers who have parental permission. The program will run from February 1972 through January 1973.

*****

Name of program: PROGRAM OF INQUIRY, INVOLVEMENT, AND INDEPENDENT STUDY (INFORMALLY, THE 3 I'S" OR "SCHOOL WITHOUT WALLS")

School system: New Rochelle, New York

Date started: Fall 1970

Enrollment: 180

Staff: 8 full-time teachers
Part-time teachers from staff of New Rochelle High School

Grades included: 10-12

This program began at New Rochelle High School with 83 students selected (with their parents' permission and encouragement) for a special program of study conducted within the community at large and including tutorial and other classes at the high school. Students are placed in offices, laboratories, the hospital, businesses, and other institutions outside the school system for community-offered and community-taught courses and independent study projects.

Similar to the Parkway Program in Philadelphia, New Rochelle's school without walls is based on the conviction that (1) school is not a place, but an activity; (2) activity should focus on learning and on learning how to learn, rather than on teaching; (3) learning is more likely to take place if the learners are actively involved in making choices about where, when, how, what, and from whom they are to learn than if they are regarded as passive vehicles for somebody else's ideas about learning; (4) students need to participate directly and authentically in the life of their community; and (5) New Rochelle needs their participation.

The school without walls offers a full three-year high school program, leading to a diploma and satisfaction of state requirements for graduation. The student demand for this program is so tremendous, that students have to be selected by lottery.

*****

Name of school: SCHOOL WITHOUT WALLS

School system: Rochester, New York

Date started: September 1971

Enrollment: 175 (maximum)

Staff: 1 project supervisor (teaching English, film, remedial reading)
Teachers:
3 English
1 math
1 physical science
1 biological science
1 art
1 social studies/foreign language
1 social studies/remedial reading
1 science/guidance/health
13 teacher interns
1 field-term student
Community volunteer instructors

Grades included: 9-12 (nongraded)

Patterned on the Philadelphia Parkway Program, the Rochester School Without Walls is the result of two years of discussion among a group of students, parents, and teachers at Monroe High School. On February 4, 1971, the board of education approved the establishment of this small demonstration high school offering a full-time, four-year program meeting New York State requirements and granting its graduates a diploma. It operates without a school building in appropriate community institutions. Its 175 students are chosen by lottery, without regard to their previous performance. Although it is a four-year program, it has no grades. The students are actively engaged in the complexities of life in a modern city, with the assistance of local industrial, business, governmental, and cultural institutions which lend space and permit their personnel to become volunteer instructors, guest lecturers, or counselors for independent study.

The program offers students an apprenticeship in urban living in an environment providing smaller classes, individualized instruction, and the flexibility to follow questions wherever they lead without pressure and the threat of failure. Students, with the aid and guidance of faculty members, develop the directions of their own learning; they are required to make relevant choices and face the real consequences of their choices.

The instructional program has four basic components: tutorial groups, course offerings, independent study and work, and the town meeting.

Each student is assigned to a tutorial group of about 17 pupils who meet with a regular teacher and a teacher intern four times a week for a two-hour period. The tutorial group allows the student to explore a variety of experiences--a continuing evaluation of the program, discussion of individual problems which the students want to explore, definition of new concerns which might produce new courses, exploration of problems of the school community, and participation in decisions about the administration and management of the instructional program.

The academic offerings consist of courses taught both by the regular faculty and by community volunteers. The student selects from a catalogue the courses which are relevant to him. Most students take at least three courses; some are involved in six or more.

The third component of the program is independent study and/or work initiated by the student himself. The fourth is the town meeting, which replaces the tutorial group session on the fifth day each week. The total student body and faculty meet to discuss the types of concerns to which the tutorial group devotes itself, but on a much wider scale.

Each faculty member is responsible for a tutorial group, at least three courses, and two two-hour consultation periods; additionally he must serve as liaison with several of the community resources.

The basic evaluation of the student's progress is his own as developed in periodic formal written appraisals of progress and attainment, supported by a parallel evaluation by the teacher in each course. Both become the student's academic record, and can be used in whole or in part as a transcript of his academic progress. Each student also keeps a log or journal. To be certified for graduation after four years in the program, the student presents himself to a certification committee consisting of two students, two staff members, and two community representatives, each with an equal voice and vote. The committee considers concrete evidence of growth and skill development such as the cumulative file of evaluations, the student's portfolio (a cumulative collection of the student's work in any medium), and a thesis project. Or the student could present more conventional evidence, such as completion of local or statewide examinations in mandated courses. If the committee is satisfied with the student's presentation, they recommend that a diploma be granted; if they are not, they inform him of the reasons. If he is not satisfied with this, an appeals board, which has final say, is open to him.

*****

Name of program: SCHOOL WITHIN A SCHOOL PROGRAM AT MIDDLETOWN HIGH SCHOOL

School system: Middletown, Connecticut

Date started: Fall 1970

Enrollment: 100

Staff: 5 full-time teachers
3 part-time teachers

Grades included: 10-12

The School Within A School program at Middletown High School grew from discussions between Middletown High teachers and staff members of the Wesleyan University Master of Arts in Teaching program, beginning in January of 1970. The general intent of the program is to reorganize the institutional patterns of the secondary school in a more flexible, relevant, humane, and dynamic way so as to vitalize the learning process. Students were chosen at random from ninth- and tenth-grade volunteers in such a way as to provide a representative sampling of the larger school population, so that the results of the program would be indicative of possibilities for change in the larger school.

During the summer of 1970, 10 students in the program worked with staff members to discuss the organization of the School Within A School, plan courses, contact colleges and similar experimental programs, decide rules and procedures, have a picnic or two, and deal with the myriad problems generated by a plan of such scope. During the summer federal funding for the program was granted.

The key concepts of the program are: five phases or seven-week time periods in the school year, during each of which students can elect five or six courses from a list of 15 or more; student-staff course schedule-making at the beginning of each phase on the basis of the student's needs and abilities; written evaluations of his performance, his personal growth, and motivation at the end of each phase (in place of letter grades); core activities designed by students and staff to create a sense of community spirit through discussion groups, assemblies, drives, and celebrations; cooperative discipline generated by counseling, peer group discussion, and involvement of parents in the school's activities; course design aimed at classroom experience of concrete relevance to students; class scheduling designed to fit the logic of course activities; and democratic sharing of staff responsibilities.

A list of phase activities gives some indication of the breadth of curricular offerings: Mathematical Thinking--Patterns; Connecticut River--A Study in Pollution; The Family in Literature; Design: How Children Learn; The American Indian; Printmaking; Middletown--An Exploration; Scientific Discoveries and Their Social Impact; Creative Writing; TV Production; Literature of Adolescence; Jogging; Individual Liberty and National Security; Cooking; Comparative Political Systems. Students are also able to take one course from the regular school curriculum (where scheduling permits), to elect special remedial work, to take advanced placement courses, and to take office apprenticeship and on-the-job training in business education.

The staff takes full responsibility for the 50 students in their program, but School Within A School activities are integrated with those of Middletown High wherever it is feasible--in lunch, recess, activity periods, student council, class activities, dances, concerts, special assemblies, and staff sharing of faculty responsibilities.

HEW funding was again secured for the 1971-72 school year and the program was expanded to include Wilson High students in a 100-member student group of sophomores, juniors, and seniors. Staff was also expanded, and two rooms in the high school were set aside exclusively for SWAS use.

A successful innovation was repeated from the previous year--the "block" period of one to three weeks between phases, during which students took one activity in the morning and another in the afternoon for two- or three-hour periods. Block activities emphasized community involvement and nonacademic pursuits such as camping, construction of special environments, appliance repair, hospital and court visitation, art projects, and visitation of other schools.

*****

Name of program: EXPERIMENTAL PROGRAM

School system: Oak Park and River Forest High School District, Illinois

Date started: Fall 1971

Enrollment: 150

Staff: 1 teacher-coordinator
3 full-time teachers
4 part-time teachers

Grades included: 9-12

The Experimental Program actually began in the summer of 1971, when the teacher-coordinator and 30 students enrolled on a tuition basis spent time preparing some basic facilities and making a few decisions necessary to the opening of the school in the fall. (The basic program had already been developed and had received the approval of the board of education.) These summer pupils canvassed nearly 150 colleges to determine the reaction to accepting students from this program; the majority of the answers were positive.

Students were admitted to the program, which operates as a school-within-a-school of Oak Park and River Forest High School, on a first-come, first-served basis, without regard to grade or academic standing. The students understood that they must fulfill the traditional requirements for graduation if they wished to graduate, but that the requirements for graduation could be completed through non-traditional approaches.

All the facilities of the high school are available to the students, in addition to the four rooms allotted to the Experimental Program for office, classroom, and commons. Community resources are also used as classrooms and teachers. The cost of the program has not exceeded the money allotted per pupil in the traditional high school program.

Credit for courses is determined by an agreement between the student, the teacher, and the department chairman in the appropriate curricular area. In most cases, this is a semester contract, but it may be a series of three six-week classes in the same subject area which may be combined for one credit. Written by the student, the contract states the subject, the approach to be taken in the study, the resources to be used, and the system by which the student will be evaluated. The approaches most often used are independent study, class study, or a combination of the two, although the student may also elect to participate in a work-study program in a specific area. Students have the option of being evaluated by a letter grade or on a pass/fail or credit/no credit basis. The student draws his contract, he discusses it with the teacher, he completes his plan of study, and when he and the teacher feel that he has fulfilled his contract, he receives credit.

A faculty-student senate is the decision-making body for the program. A steering committee which includes students, parents, and teachers as well as the teacher-coordinator provides direction for the program. The teacher-coordinator is responsible to the superintendent, who has final authority for the administration of the program.

*****

Name of program: SCHOOL WITHOUT WALLS

School system: Washington, D. C.

Date started: March 1971

Enrollment: 80

Staff: 1 principal
5 teachers
11 off campus instructors

Grades included: 10-12

Based largely on the Philadelphia Parkway Program, the School Without Walls opened in an old office building in March 1971 with high school juniors selected from among applicants to represent all areas of the city. Students, aided by staff, study both in the school's downtown headquarters and at local museums, offices, universities, and traditional schools. Students help plan course content and direction. Students and the program are evaluated on overall achievement, as well as attendance records and changes in student participation.

The program is financed by a Title III ESEA grant and district funds.

*****

Name of program: CHICAGO PUBLIC HIGH SCHOOL FOR METROPOLITAN STUDIES (METRO)

School system: Chicago, Illinois

Date started: February 1970

Enrollment: 350

Staff: 1 principal
1 assistant principal
1 guidance counselor
2 coordinators
Staff teachers
Cooperating teachers

Grades included: 9-12

The student body of Metro is composed of 350 students selected by lottery from all over the city. In order to reflect the racial and ethnic composition of the school system, a lottery is held in each high school district in the city.

The nature of Metro's educational program reflects a number of ideas about learning that the students and staff of Metro are testing and developing:

1. The possibilities for meaningful education are enhanced when such education occurs in real-life situations.

2. Students can learn from people with varied skills and interests.

3. An urban school must be developed with student involvement in decision making.

4. A fairly small learning community of teachers and students must be the basic unit to which the student relates. This community of learners must provide constant evaluative feedback to the student regarding his directions for learning.

5. The diverse background of students provide a resource for education that should become an integral part of a school program.

To implement these ideas, Metro has developed a five-part program consisting of learning units, individual placements, independent study, counseling groups, and interest groups.

A learning unit at Metro is the basic course offering. It differs from the more traditional school course since it is divided into nine-week sections of intensified learning experiences and one week of evaluation and registration. It is therefore less broad than the traditional academic disciplines and offers students an opportunity to discover basic principles in a manageable block of time. Learning units cover a variety of subjects. Some deal with such basic skills as reading. Well over half of them deal with topics that are not usually covered in a traditional high school curriculum. Each student may choose those units he wishes to take, although he must also follow the general area requirements as established by the board of education for graduation.

In addition to learning units, each student has the option of contracting with a sponsoring staff teacher for an individual placement. A placement might find a student assisting a veterinarian, working in an advertising agency, staffing a political campaign office, tutoring elementary students, or observing the work of a specialized lawyer.

A Metro student may also work on an independent study project. By agreeing with a sponsor on a project of mutual interest, the student proceeds to study closely that area of interest. Study areas range from the operations of the City Council to performing in community theatre groups.

Each Metro student is part of a counseling group. Each group, averaging 18 students, meets once a week for varied purposes. Record-keeping and programming for each student takes place in the counseling groups. The counseling group, however, is both an active and a reflective group, concerning itself with the relationships of the students to the school, to the teaching staff, and to each other.

Finally, students may choose to be involved in interest groups on the afternoon their counseling group meets. An interest group is composed of approximately 15 students and a sponsor who join together in noncredit activity which interests them.

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In addition to the vital role played by the participating organizations and cooperating teachers, there is a full complement of Chicago Public High School teachers. The staff teacher offers units in areas other than those covered in units taught by cooperating teachers and participating organizations. The staff also acts as the fundamental operational group in the school, setting up the basic curriculum, working with participating organizations, organizing school projects, and running all-school registration and evaluation sessions. The Metro staff is selected by a joint student-staff committee and ratified by the principal.

In addition to the principal, there is an assistant principal; both also teach courses. Two coordinators work with participating organizations to establish new courses, solicit space for classes, and in general function as liaison staff for all outside-Metro concerns.

The school has headquarters in a downtown office building that provides office space, a staff-student work area, a resource center, and a staff-student lounge.

A consulting firm which was involved in the initial phase of developing and operating the school is conducting an in-depth evaluation of the school's effects upon students and an analysis of the school's history.

*****

Name of program: FARRAGUT OUTPOST (SCHOOL-WITHIN-A-SCHOOL OF FARRAGUT HIGH SCHOOL)

School system: Chicago, Illinois

Date started: Fall 1968

Enrollment: 112

Staff: 2 teachers
6 Farragut High School teachers assigned

Grades included: 9-12

The Farragut Outpost is an educational program geared to meet the needs of those students who have difficulty in adjusting to the regular high school routine. The approach to education at the Outpost is changed. Teachers become peers, classes become round-table discussions on academic subjects, external discipline becomes self-discipline, and the tone of formality becomes informal and unstructured. The students are reoriented to education and learning. What to most of them has been repeated failure becomes a series of success experiences. Many return to the main building to continue their education; others remain to finish at the Outpost.

The Outpost began in 1968 with 21 students utilizing one location, and has grown to the present 112 students in four locations. At present, programs are offered in academic areas (two locations), cooperative work training for boys, and vocational courses for girls. A total of 78 courses are offered.

The program is conducted under the same budget as the main building. There are no additional funds available. All physical facilities are donated by community organizations. Educational material is drawn from Farragut and all but two teachers are on the Farragut payroll. Despite financial difficulties, the program has survived, the principal believes, "largely through the tremendous efforts put forth by the students, teachers, and our district superintendent."

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As one of the first three public school systems in the nation funded as part of the U.S. Office of Education's new Experimental Schools program, the Southeast area community of Minneapolis has reorganized all the schools into an alternative program with five options. At the elementary level, students and their parents may choose between the Contemporary School at Tuttle, which incorporates promising practices but does not deviate greatly from the teacher-directed, structured curriculum and school organization by grades; the Continuous Progress program at Motley-Pratt, in which each child advances at his own pace without regard to grade level; and the Open School at Marcy where there is flexible curriculum, schedule, and age grouping and where affective learning is emphasized. The Free School has a curriculum that those students in K-12 who teach and learn wish to develop and experience. The flexible Marshall-University High School (grades 7-12) offers an array of courses and activities in which each individual student, with parental consent, will design his educational program under the quarter system with many of the courses and activities being located in community learning centers. Southeast parents who did not want to participate in this comprehensive K-12 program had an opportunity to have their children transfer to another Minneapolis school in 1971.

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Federal funding of the project will be phased out so that when federal funds are terminated in 1976, the school system will be able to assume the cost of continuing the program. Southeast Alternatives is testing the hypotheses that parents, students, and faculty should be involved in each school's decision-making processes and that the individual differences that students have mean that each school's program must fit each individual student's needs, interests, and abilities.

Name of program: FREE SCHOOL

School system: Minneapolis, Minnesota

Date started: September 1971

Enrollment: 70; 150 in 1972-73

Staff: 6 teachers
Paraprofessionals
Volunteers

Grades included: K-12

The Free School is the most experimental of the options offered to secondary students in the Southeast Alternative program. At the Free School there are no required classes and no division of elementary and secondary pupils. Student self-selection of curricular experiences is emphasized. Classes are offered on a daily basis and students mold their experiences around five instructional modes:

1. One-to-one tutoring. Utilizing community residents, university volunteers, Free School students, and other appropriate personnel, tutoring sessions on any educational subject are explored.
2. Open laboratory. Students go into active involvement areas such as the graphic arts, science, and handicrafts for laboratory experience.
3. Independent study. Less active than open labs, students pursue interests by reading, rapping, listening to tapes, and researching.
4. Small groups. Scheduled when students or teachers feel the need for them--on topics of current interest.
5. Large groups. A regular time on the daily schedule is set aside for special guests, field trips, and town meetings.

Name of program: MARSHALL-UNIVERSITY HIGH SCHOOL

School system: Minneapolis, Minnesota

Date started: September 1971 (as alternative high school program)

Enrollment: 1,050

Staff: Principal
Assistant principal
Teachers
Counselors
Community volunteers
Student teachers
University interns
Paraprofessionals

Grades included: 7-12

Marshall-University brings together a heterogeneous Minneapolis student and parental community serving approximately 1,050 students in grades 7-12 at three main learning sites: the Marshall building; Peik Hall and Peik Hall Gymnasium on the University of Minnesota Campus. The students served not only come from the heterogeneous Southeast Minneapolis population, but approximately a third of the students come from the rest of Minneapolis and the metropolitan area.

The basic seventh- and eighth-grade program at the junior high level is a full six-hour schedule in physical education and health, a modern language (Spanish, German, Russian, or French) and courses in art, music, home economics/industrial arts. Half of the students in each grade are placed on an interdisciplinary teaching team for three hours each day for instruction in English, social studies, mathematics, and science. Other seventh- and eighth-graders have the same subjects taught by teachers in self-contained classrooms on a non-interdisciplinary basis. With teacher approval students are also able to study in the English-mathematics basic skills center and in "school without walls" student interest electives planned by teachers and community volunteers.

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In high school grades 9-12, courses are increasingly offered on an elective basis wherein the student's parents approve the projected courses of study, selecting among the many courses and activities offered by the teaching faculty and cooperating educational institutions. The entire school is on a three quarter system (September-June) schedule with students able to participate in various Minneapolis Public Schools summer quarter courses and activities on an optional basis. The average senior high student takes five hours of classes in the six-hour day, although many take a sixth class for credit. Individual directed study, interdisciplinary courses, single subject discipline courses, and a variety of nonschool learning experiences are available to interested students and parents.

An eclectic curriculum approach is used in grades 7-12, but is centered around four instructional modes in the expectation that continuing student, parent, and faculty interaction will generate the relevant curriculum offerings at any given point in time.

Mode One: Small Counseling Groups. Within this mode the student plans his quarter system program with the advice of his school advisor and with the consent of his parents. The student in grades 7-12, with his parents' consent, selects his school advisor with each faculty member limited to approximately 15 advisees. Counseling groups meet on a regular basis to deal with educational and career planning, to develop interpersonal skills, and to assess past learning experiences. The advisor serves as the school's main liaison with his advisees' families and will meet with parents in conferences as needed.

Mode Two: Single Discipline Courses. Mode two courses are most often taught under the direction of a single faculty member in a quarter course on the school site, although it is contemplated that more mode two courses will be planned and taught at various community learning sites.

Mode Three: Interdisciplinary Courses. This mode is characterized by the comparative and contrasting application of knowledge from the several disciplines brought to bear on particular human interests and concerns. A group of students and a teaching team representing different disciplines will analyze basic data, draw upon a variety of community resources in working on the area under study, and will make conclusions and recommendations for further study and action.

Mode Four: Individual Directed Study. With the consent of the families and teachers, students initiate proposed courses of study including course objectives, content, and method of evaluation. Once approved, the student pursues the course at his own pace during the quarter and confers regularly with his teacher who acts as a tutor for guidance and evaluation purposes. At the junior high level, individual directed study is normally provided within the structure of existing mode two or three courses. In high school, mode four is normally a course separate from existing courses.

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Name of program: PARKWAY PROGRAM

School system: Philadelphia, Pennsylvania

Date started: February 1969

Enrollment: 800

Staff: 1 director
44 teachers
100 interns (each serving about 3 months)
175 community resource volunteers (approx.)

Grades included: 9-12

The Parkway Program was the "granddaddy" of the school without walls. Developed in 1968 under a $100,000 grant from the Ford Foundation, the program now operates with the same per pupil expenditure as other high schools in Philadelphia. One reason is that, despite its low pupil-teacher ratio, it has almost no building maintenance costs since the students take their courses in one of four "second-hand" headquarters in or near downtown Philadelphia and in various locations throughout the Philadelphia area. Tokens are provided the students for their transportation, but they must walk or utilize public transportation to travel to and from their classes scattered city-wide.

The program began with 143 students, nine full-time teachers, and 10 undergraduate interns housed in a second-story loft headquarters in downtown Philadelphia. The student body of Parkway, now as then, is selected by lottery from among volunteers. Lotteries are held for each of the school system's districts, each of which has

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an equal number of openings for the program, so that Parkway represents the same ethnic and economic mix as the entire district--approximately 60 percent black and 40 percent white.

Students attending the program are provided with a great variety of learning options, which they and their teachers plan. Although the students must fulfill the state requirements for graduation with courses in English, math, and social studies, a course in "Multimedia Journalism" could count toward the English requirement. The catalogue has over 250 offerings and includes 90 cooperating institutions. The courses can range from discussion groups to paid work experience.

There are no grade levels at Parkway; no ability grouping. Students, as well as teachers, are graded by written evaluations of their progress.

The entire student body of Parkway is divided into four units each having about 200 pupils, 10 teachers, and 10 undergraduate interns. Each unit creates its own courses, solicits community resources and volunteers, and holds its own regular "town meeting" which is part of the governance process of the unit and in which teachers and students participate as equals.

Each unit in turn is broken down into tutorial groups of about 20 pupils, one teacher and one intern. The tutorial group meets daily for about an hour at a time. At this time students plan their schedules, have personal counseling, and may make up deficiencies in reading and math. It is in this situation that evaluations are made of student progress.

*****

Name of program: WEST PHILADELPHIA COMMUNITY FREE SCHOOL

School system: Philadelphia, Pennsylvania

Date started: February 1970

Enrollment: 500 in three "houses"

Staff: 1 principal
1 director
1 community course coordinator
6 "community teachers"
19 certificated teachers
Interns in teacher training
Upward Bound students
Community resource personnel

Grades included: 10-12 (nongraded)

The West Philadelphia Community Free School resulted from the combined efforts of the West Philadelphia community, West Philadelphia High School, the School District of Philadelphia, the University of Pennsylvania, and the business and cultural groups in the West Philadelphia area. The school is part of West Philadelphia High School administratively, but it occupies three scattered sites within the community. Two of the three Free School "houses" are located in former homes. The community and the school board maintain these buildings; the staff, students, and parents help to paint and decorate the houses.

Students are selected at random, from among the students in the junior high schools which feed West Philadelphia High School. If, and only if, a student's name is selected in this manner, can he be invited to participate in the Free School, but he need not do so. The selection of teachers is decided by the school district, and the Community Board.

There are no grades. Students are evaluated by each teacher in written form; the emphasis is upon identifying specific strengths and weaknesses. The student's record is a compilation of these evaluations. Classes are ungraded and heterogeneous. The scheduling and curriculum are flexible, but students do take courses in the humanities, reading and writing, science, mathematics, and language, and can prepare themselves for college or a job or trade.

An important aspect of the Free School is its outside courses. Students choose electives offered by experts in local industries, businesses, institutions, and cultural establishments. There is a full-time staff member to cultivate and develop this aspect of the program. Fund raising is part of the program. Fairs, calendars, stock investments, sales are all part of the students' participation in getting, as they put it, "the needed bread."

Another unique attribute of the Free School is the involvement of the "community teachers" in the school activities. These are members of the community selected for their rapport with young people. They serve as paraprofessionals in the school, as learning partners, surrogate parents, counselors, and liaison persons.

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The family group is the basic unit of each house. Each student is assigned to a family group teacher with whom he remains for his entire stay at Free School. Students receive counseling in selecting their courses and dealing with any problems they may have. Each house is autonomous in developing programs, scheduling, and meeting the particular needs of that house. Each house also has its own newspaper and other publications.

The Board of Directors of the Free School is independently incorporated as a nonprofit, educational entity. The community members of the original planning committee hold the majority of seats on the Board. Additional representatives from the public school system, the University of Pennsylvania, and the city government are also members. The control of basic operating policies is responsible for approximately 15 percent of the annual operating budget and supports totally the community teachers and the outside course program.

The Very Important People, Parents, play a major role in the life of the school. They serve on all committees of programming and planning. They serve as aides, food preparers, painters, and the solicitors of funds.

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Name of program: SCHOOL FOR HUMAN SERVICES (ANNEX OF JOHN BARTRAM HIGH SCHOOL)

School system: Philadelphia, Pennsylvania

Date started: September 1971

Enrollment: 200

Staff: 1 director
8 teachers (2 social studies, 2 English, 1 commercial, 1 language, 1 math, 1 science)
1 coordinator of social work and job placement
8 part-time social workers

Grades included: 10-12

The School for Human Services is a high school (one of several annexes of John Bartram High) serving both college preparatory and students not planning for college. All basic courses necessary for graduation or entrance into college are offered. Teaching method used is largely the affective approach, where the concerns of students are given attention along with emphasis on their intellectual development. Teachers are trained by the Affective Education Development Program. Classes are organized so as to correlate student concerns, subject matter, and job experience. In order to provide real life experience in fields of human service, all students are required to take a job course, which means they work in a human service organization. This gives students experience in one or more fields which can help them focus on their choice of a career. It also provides training in relating to employers and in developing good work habits.

The School for Human Services annex, which is located in the basement of a church, has eight classrooms and several offices. Students are divided into two sections. One section has two 70-minute classes in the morning and the students work 2½ hours on their human service jobs in the afternoon; the other does the opposite. With double length classes every day, one year's work and credit is achievable in two courses per semester, so students get four credits per year plus one credit for the job practicum. Grades for the job are based largely on evaluations of student performance, growth, and productivity. Each day before classes students report to their advisory group (about 25 students) for 10 minutes. On Fridays the advisory is one hour long and student concerns are discussed in the group setting. A variety of minor subjects are offered for one hour per week for six-week terms.

Rules, regulations, and discipline are set jointly by students and faculty and are jointly enforced with students taking as much responsibility for enforcement as they prove capable. The goal of this process is self-discipline and a sense of responsibility for one's self and others. Toward this end, one rule which has been set by the school is: A passing job grade at the year's end is required for readmission to the School for Human Services the following year.

A wide variety of human service agencies within one-half hour radius of the school have been recruited and developed by the staff. The major criteria for job placements are: (1) that they provide a "learning environment" for the students; (2) that they have a series of tasks appropriate for high school students; and (3) that they provide sufficient supervision to oversee the work adjustment and learning progression of the students. The staff of the school attempts to relate work experience to classroom learning whenever possible. At the beginning of the year

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students indicate three choices of jobs. From this selection, interviews are arranged which are similar to employment interviews in actual life situations. Thus they learn how to present themselves to a prospective employer.

About one-third of the students work in hospitals, about one-half work in preschool or school settings, and the balance work in a variety of social work, recreation, or community organization agencies. Unfortunately, organizations in the human service fields are largely non-profit; therefore, they usually lack funds for paying students at the high school training level. The school does endeavor to provide tokens at half rate for travel to or from the job. The job will serve as a source of reference for future paid employment; a number of students have been offered paying jobs by the organizations of their job placement after the school year ends.

*****

Name of program: OFF-CAMPUS SCHOOL

School system: Bellevue, Washington

Date started: September 1970

Enrollment: 145 cumulative; 85 ADM

Staff: 1 head teacher
4 teacher-counselors
1 half-time secretary
1 half-time learning disabilities teacher

Grades included: ages 14-20

The Off-Campus School is designed to provide educational alternatives for the student who is experiencing extreme difficulty in attending and graduating from a traditional high school, or who has already dropped out of the traditional high school. Its aim is to provide the student for whom the conventional school is inappropriate an alternative means of continuing his education. The structure and method employed by the school are designed to promote and facilitate the student's learning and to avoid those aspects of conventional schooling which have impeded or discouraged that learning.

At the Off-Campus School the staff member's role is simultaneously that of teacher and counselor. His task is to facilitate the individual student's academic learning and personal growth. This necessitates that he concern himself as much with the student's personality as the subject at hand. Also, the Off-Campus School involves the student in the decisions which guide his learning. When a student first enters the school, he is assigned a counselor-teacher who evaluates the student's transcripts and discusses his interests and plans with him. The counselor-teacher and student then outline a plan of coursework which is suited to the student, and which will lead to the diploma. He may arrange for the student to take some of his coursework with other teachers in the school, in one of Bellevue's four high schools, at a community college, or with an appropriate resource person or agency from the community. A substantial portion of the student's work normally is completed, however, under the supervision of his teacher-counselor.

Actual instruction in a given subject at Off-Campus School takes a variety of forms, and the staff is continually discussing ideas for better engaging the mind of each student. The method most commonly employed has three components: discussion, assignment, and evaluation. The teacher-counselor first consults with the student about alternative ways of earning a credit in a subject. Once the student has selected his reading or other materials, the teacher writes up an assignment sheet defining what the student is to do with the material. This is modified if the student is dissatisfied. Credits may also be granted for work experience that is related to the student's school program and adequately supervised. Special arrangements can be made for students to experience a subject or learn a skill through persons or institutions in the community.

Evaluation occurs in two steps. When the completed work is submitted, it is judged by whether it fulfills the assignment as given, and by whether its quality is a proximate reflection of the student's ability and level of achievement. Then the teacher, in his next appointment with the student, comments upon the work, and accepts or rejects the assignment. Rejected assignments must be redone or replaced by new ones. Occasionally oral responses may replace written assignments. When the previously agreed upon number of assignments are completed, credit is given. A grade of "S" (satisfactory) is recorded; no other grades are used. As many as 12 credits can be earned per year.

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Since instruction is individually prescribed and arranged on a contract basis, specific attendance requirements are not necessary. The student with the agreement of his instructor can attend class from one to five hours per day and from one to five days per week. An emphasis is placed on keeping appointments, establishing a schedule, and being prompt.

The program operates out of an older residence located in the business district; students are responsible for cleaning the building. Students are also responsible for their own transportation, but may "hitch a ride" on school buses going their way.

NOTE: A program almost identical in philosophy, objectives, operation, and structure, The B.E.S.T. School (Basic Education Skills Training School), operates in the nearby Lake Washington School District. The materials submitted by respondents for both programs were almost identical.

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Name of program: HOME BASE SCHOOL

School system: Watertown, Massachusetts

Date started: September 1971

Enrollment: 100

Staff: 1 half-time administrative assistant
1 counselor/team leader
5 teachers
4 graduate student interns
1 secretary
1 driver
2 part-time evaluation consultants

Grades included: 9-12

The initial proposal for the Home Base School developed from the Watertown Charrette, a week-long planning session in May 1970 open to all members of the Town. The proposal asked for a small alternative high school, located outside the existing school facilities, based on the following assumptions:

1. That those who must live with decisions should play an active role in making them.
2. That people can learn in many places outside school buildings.
3. That the Greater Boston Community had many resources which could be tapped, and
4. That the school should involve members of the community as much as possible.

At the direction of the board of education, the superintendent directed an administrative assistant to coordinate a further study and report when ready. A number of community members continued to work on the problems presented by such a proposal. By the end of 1970 the proposal had been completed and approved by the board of education. Students were selected, 25 per grade level, in a lottery from among volunteers with parental approval, and subsequent meetings were held with students, staff, and parents.

In selecting the program's staff, the administrative assistant first screened and appointed a team leader and together they screened and filled the remaining positions--by March of 1971.

A three-week summer workshop was held to design the basic structure of the school; students were included for two weeks of the workshop. A community advisory committee was formed to facilitate interaction between and among the various constituencies of the Home Base School. Money for the project was obtained through a Title III grant, local school monies, and a grant from the New England Program in Teacher Education (Newton College) for the "Alternative Staffing Project". The grant included the appointment of four interns to teach some courses and complete four projects--the establishment of a data bank of resource people, arranging visitations, scheduling and running meetings of resource people, and responding to mailed inquiries about the Home Base School.

The Home Base School is located in facili ies leased from a church youth center. Many of the courses and experiences, however, take place away from the home school in local businesses, institutions, universities, etc.; students may also take courses at Watertown High School. Pupils are provided with fares for public transportation and a car with driver is also provided.

Student programs are constructed by the students with guidance from members of the staff and their parents. The evaluation of an individual's performance is expected to be a process involving both the resource for the experience and the learner. The evaluations are written and placed in a student's folder; copies are given to the students to take to their parents.

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A town meeting form of school government has been set up. There are elected moderators, a published agenda, and discussion and voting on the floor. There are also weekly discussion groups, each comprised of about one-sixth of the students and staff, co-led by a student and a teacher. The co-leaders meet weekly in a seminar in group leadership skills run by a sociologist at the local university. The staff co-leaders receive local inservice credit for the seminar, and the student co-leaders receive credit in the social studies.

The parents have established a council of Home Base School parents and elected an executive committee that meets with the staff and student body at least once a month.

The consultants who will evaluate the project teach a course at the Home Base School in the methodologies being used, and the people taking the course are using their new skills to help collect and analyze data for the project evaluation.

*****

Name of program: PIONEER TWO (SCHOOL-WITHIN-A-SCHOOL)

School system: Ann Arbor, Michigan

Date started: October 1971

Enrollment: 120

Staff:
1 director
1 full-time teacher
3 part-time teachers
1 administrative liaison
44 resource faculty
1 secretary
Student instructors

Grades included: 10-12

The Pioneer Two project is constituted as a school-within-a-school of Pioneer High School. It is open to all Pioneer High School pupils and students are selected by lottery from among applicants. Faculty is assigned on a voluntary basis, full- or part-time, from Pioneer High School. Parents, university teachers and students, community officials and businessmen, and even students themselves act as instructors and tutors.

The governmental structure of the school consists of 14 core groups to which pupils are assigned; all students belong to the general assembly, which meets to facilitate announcements and voting on proposals for policy. Informal families, tribes, and other groups of self-determined membership also exist. Any member of the community may write a proposal, which must be posted prior to discussion in a general assembly. Voting takes place in core groups which meet after the general assembly.

Initially the evaluation system consisted of student-made contracts stating goals, procedures, personal evaluation of attainment, and further action. The second semester the procedure was changed to students signing a contract with each instructor for so many credits in each course, to be graded on a pass/fail basis. Additionally all students must write a mid-year evaluation report for their own records.

An abandoned school building serves as the administration center and some classes are held there. Funds for the project come from per pupil allotments from Pioneer High School, plus additional funds from the Office of Curriculum.

In addition to classroom instruction, there are special programs and guest speakers, field trips, classes in community locations and nearby universities, and community service projects, some of which offer credit toward graduation.

Students must provide their own transportation, either by private car or public transit.

*****

Name of program: HAAREN HIGH SCHOOL MINI-SCHOOLS

School system: New York, New York

Date started: Fall 1971

Enrollment: 125-150 per mini-school (all male)

Staff: 5 teachers and 1 streetworker per mini-school

Grades included: 9-12

In the fall of 1971 the 68-year-old Haaren High School was reorganized into 14 mini-schools, each built around a single theme, including such areas as creative arts, electronics, and aviation, as well as traditional academic and vocational areas. Each of the mini-schools, while offering special subjects in its field, also offers a core curriculum of English, mathematics, and social studies, with courses built around its central theme.

Each mini-school has its own area of the building and a private lounge for students, teachers, and the streetworkers--young men who serve as liaison between the boys' homes and teachers. The streetworkers' salaries are paid out of a $200,000 grant from the Ford Foundation.

*****

Name of program: JOHN BOWNE PREP SCHOOL (SCHOOL-WITHIN-A-SCHOOL OF JOHN BOWNE HIGH SCHOOL)

School system: New York, New York

Date started: September 1971

Enrollment: 61

Staff: 1 teacher-coordinator
4 teachers
1 counselor
1 streetworker

Grades included: 9-12

The mini-school in John Bowne High School was set up to provide an alternative route to a diploma for students who have no been able to be happy and productive in the traditional school structure. The setup and curriculum are molded to the needs and concerns of the students involved and were developed after careful discussion by the students and staff. Students may earn credits from classes in the regular school, in the mini-school through group or individual projects, or for successful employment experiences. Classes are scheduled in five-week cycles.

Students may volunteer for the program or be recommended by the Bowne staff. In either case, parental consent is necessary, and students are interviewed by the staff and student representatives. A student may, at any time, return to the regular school; additionally, staff members will evaluate students' work and general citizenship at the end of the school year to determine which should be removed from the program.

*****

Name of program: MINI-SCHOOL OF JULIA RICHMAN HIGH SCHOOL

School system: New York, New York

Date started: September 1971

Enrollment: 125

Staff: 1 full-time teacher-in-charge
1 full-time guidance counselor
9 teachers full-time
½ secretary
1 full-time streetworker

Grades included: 9-12

This program, which was designed to run from September 1971 to June 30, 1972, has as its general purpose to provide an alternative educational program for cutters, students who roamed the school disrupting discipline, and who were so handicapped by social, economic, cultural, and educational problems that they could not function effectively in the traditional high school setting. The program was organized with flexible programming, remediation, innovative courses, small-group instruction, and intensive counseling aimed at preparing students to return to the main building after a minimum of one semester at the mini-school.

Teachers for the program were selected from the Julia Richman staff, based on interest in the program; relationships with students, staff,

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and community; professional attitude; and performance and ratings. A panel of parents' association representatives, student body representatives, assistant principals, representatives of the UFT, and the teacher-in-charge and the Julia Richman principal interviewed applicants for teaching positions and the position of streetworker. Students were recommended by their grade advisors and counselors, or volunteered, but all had to have parental consent.

Each student in the program must attend a daily study period and five 45-minute classes or their equivalent daily. Wherever possible, flexibility in programming and scheduling is encouraged, such as adjusting the frequency and length of classes, holding classes away from the school, using staff-developed methods and materials, and completing individual and small-group projects at the student's own pace. All courses are inter-related and interdisciplinary; for instance, topics of emphasis crossed subject area lines--psychology, the future, crime and violence, and sports.

An evaluation will be conducted on improvements in student achievement, attendance, dropout rates, and in other areas.

Other activities in which the students have participated are:

1. After school hours, eight students participated in a special program at the offices of a world-wide oil company, where work in commercial courses and law was given.

2. One student attended a course at the Metropolitan Museum of Art (after school hours) for art credit.

3. The Art Chairman has given several students independent study projects in art for additional art credit.

4. Physical examinations and follow-up treatment (when necessary) was given to all Mini-School students, free of charge at nearby hospital.

5. A local bank has given four Mini-School students full-time summer jobs.

*****

Name of program: EVANDER PREP (SCHOOL-WITHIN-A-SCHOOL OF EVANDER CHILDS HIGH SCHOOL)

School system: New York, New York

Date started: September 1971

Enrollment: Not specified

Staff: Not specified

Grades included: 9-12

Evander Prep consists of a program for those students who are in urgent need of remedial reading and math instruction. Students who have exhibited less than seventh-grade ability in reading and mathematics are enrolled for approximately one year, during which time intensive remediation takes place in regularly scheduled classes. Traditional and exploratory courses are offered in the following areas: communications skills; mathematics for college and business; social studies; how to survive in our present environment; fine arts; natural sciences; and commerical education.

There is also a work-study program with a local housing project, where the student is given extensive training in office routine, maintenance, and electrical repairs. The student is granted course credit for work experience provided he has satisfactorily performed his paid services for 15 weeks in a manner certified as excellent by the employer. Since many students attend Evander Prep from 8:30 to 12:30, they are able to hold part-time employment.

The Pupil Progress Report, an anecdotal report card, takes the place of the traditional report card because merely stating numerical grades would tend to further reinforce old frustrations and negative high school attitudes. A mimeographed sheet is also provided for the student to list his evaluation of what he has accomplished in the classroom. The parent can then make his own analysis.

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Beginning in September 1972, many courses of six weeks' duration will be offered, with the understanding that the student cannot progress to the next six-week course without having proven his mastery of a previous course via oral, written, or graphic examination.

The staff of Evander Prep consists of experienced teachers who volunteer for the program. Since the subject teacher must handle problems of a personal as well as an academic nature, every effort is made to secure teachers who have had some experience as grade advisors. Time is set aside each week for both individual and group guidance sessions.

*****

Name of program: OPEN SCHOOL

School system: St. Paul, Minnesota

Date started: Fall 1971

Enrollment: 500

Staff: 1 director
17 teachers
Paid aides
Parent volunteers
Interns
Student teachers

Grades included: K-12

The St. Paul Open School is unique in that it is a K-12 school which draws its student body from both public and private schools in the city. The school was established under the administration of the public schools at the urging of a group of parents and teachers who developed the proposal, conducted a preliminary enrollment survey, and submitted it to the state education department, a major local foundation, and the local board of education for approval and funding.

The staff serves as both teachers and counselors. There are no grade levels either among the teaching staff or the classes. Students make up their own schedules from a list that is revised about every two weeks. Older students can also take courses at nearby high schools and universities, and they may participate in work-study programs in local business and public facilities.

The school has an elected advisory committee consisting of students, teachers, parents, and community members. The group sets policy in some areas and advises in others, and it serves as liaison with the community. The school occupies a renovated building rented by the school system.

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Name of program: MOUNT VERNON TRI-C (COMMUNITY CENTERED CLASSROOM)

School system: Los Angeles, California

Date started: September 1971

Enrollment: 10

Staff: 1 teacher
1 education aide

Grades included: Students aged 12-15

The Community Centered Classroom offers pupils between 12 and 15 an alternative to dropping out of school because of their inability to meet with success in the regular school program. Mount Vernon Junior High School is one of the four junior high schools selected to participate in the specially funded Economic and Youth Opportunities Agency program. The schools were selected because they serve a cross section of culturally disadvantaged youngsters with a high dropout rate. Each school is responsible for setting up a community-centered, co-educational, self-contained opportunity classroom for these students. The class from Mount Vernon is located in an off-campus facility and has an enrollment of 10 pupils with one teacher and one community aide.

The major emphasis of the program is on an informal, nongraded coeducational class which strives to develop a close "family" structure with the student and his home. The entire metropolitan area is utilized as the classroom, and instruction is individualized with a no-failure concept. Evaluation marks are on a credit/no credit basis. The teacher and aide strive to help the pupil change his feelings about himself, other people, and his school opportunities. The development of a more socially acceptable pattern of behavior is more important than the pupil's academic achievement at this time. However, reading and math hold the major academic emphasis, along with English and social studies. The School-Community Advisory Committee and parents are notified of a youngster's progress.

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Mini-courses are offered by service, community, civic, and industrial agencies where possible, provided that they are tailored to a youngster's interest. The class organization permits easy exhange between the regular home school and the off-campus classroom and encourages rapid transition back into the regular program as rehabilitation progresses.

The TRI-C program rejects the traditional approach of educating pupils in an environment separate from the larger community and stresses the theory that students learn from the community and by being a part of the community activities. The basic philosophy of the class is that pupils learn in cooperation, not in competition with each other.

Youngsters are referred to the class by teacher and parent recommendations and considered for placement by a selection committee of school personnel. Evaluation of student progress is measured by comparing four major areas of growth. First and most important is self-image. Each youngster is given an attitude inventory test which was developed by the school district's Measurement and Evaluation Section, with pre- and post-test procedures. The other areas are attendance, referrals for discipline, and subject marks

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Name of program: ALTERNATIVE EDUCATION CENTER

School system: Grand Rapids, Michigan

Date started: September 1971

Enrollment: 130 full-time
15 part-time

Staff: 1 director
2 counselors
4 certified teachers
5 instructional assistants
7 student teachers
1 secretary

Grades included: 6-12

The student body of Alternative Education consists, for the most part, of high school students who have exhibited deviant behavior resulting in suspension from their home school and who have been achieving at a very low level. Students may also be screened for admission as a result of parental request for a transfer to the school, or student dropouts over 16 may apply, or a probate judge may order a student to be screened for the program. Students are tested on reading and math achievment, complete a personality inventory questionnaire, and are interviewed by the Director before admittance, usually after being placed on a waiting list.

Students usually work from three to five hours a day, but always at their own level and their own pace. Each course a student takes is divided into productive work hours; twelve productive work hours equal one credit earned in a subject. Language arts and math are taught by the Alpha II contract learning system. The other courses are regular classes in arts and crafts; music and sewing; independent study in math, American life, history, government, English, Spanish, and typing; special reading course; cooperative credits; work-study credits; and courses at other educational institutions. There are no study halls, physical education, homerooms, or long lunch hours. Lunch is provided free of cost to the students and bus fares are provided.

A student must follow five rules or be subject to a "Time Out." The five are: no fighting, no skipping, show respect for people and property, follow instructions, and smoke only in certain areas and when permission has been obtained. A "Time Out" means that upon violation of one of the rules, a student is immediately sent home and the parent or guardian is notified; he may return to classes the following day. An accumulation of "Time Outs" in a short period, or a severe violation, means the parent must accompany the student back to school and consult with a counselor regarding the student's behavior. If there is no improvement in the pupil's behavior, he is suspended indefinitely from the program. He may be transferred to the juvenile detention center if his offense is serious, or he may be dropped from the program if he is over 16 and his attendance is less than 50 percent. A student may return to his base school or another school in the system if he successfully completes a six-week contract covering attendance, social behavior, and work production.

The strongest component of the program has been the contract learning system in math and language arts. Among the weaknesses are the limited health services; low priority when requests are made for materials, equipment, etc.; and the difficulty in designing courses which are activity oriented rather than reading oriented.

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The following brief descriptions are of the 10 alternative programs operating on the high school level in Berkeley, California. In all, Berkeley is operating 15 alternative programs (five are elementary) and has plans for nine more. Berkeley received a $10,000 planning grant from the U. S. Office of Education to devise proposals for experimental schools. Educators and the community were invited to submit proposed plans for alternatives to the usual way of providing the basic skills. Some 200 such plans were created. A committee consisting of people from the school staff and the community culled through all of the proposals and came up with a package that was taken to the U. S. Office of Education. The U. S. Office of Education required that the package be reworked so that all of the experimental schools be contained in two of the four attendance zones in the city, to provide a control group of the other two zones. The grant was approved in May 1971.

The original alternatives, those operating before the U. S. Office of Education grant was received, were funded through various agencies--the Ford Foundation, San Francisco Foundation, and the Carnegie Foundation. These operate separately from the federally-funded experimental programs.

Name of program: COMMUNITY HIGH SCHOOL

School system: Berkeley, California

Date started: Spring 1969

Enrollment: 225

Staff: 10 teachers
5-10 student interns
5 work-study people
Community volunteers

Grades included: 9-12

This school-within-a-school was the first alternative to be operated on-site in the Berkeley School district. It grew out of the concern by educators in the Performing Arts Department of Berkeley High School that the main campus was too big and impersonal and that some students were lost without more one-to-one contact. A number of instructors in the drama and music unit worked on the original plans. The original location was the corridor and upstairs areas of the Community Theatre; the program now occupies the second floor of the main administration building. Teachers who wanted something different for students and for themselves opted for the alternative. Now teachers are selected by vote of a committee including students. Adults and students are on a par in deciding what the subject of learning will be and how it should be taught.

Students with expertise teach classes. Parents and community resource people share their knowledge with the students. Classes are called "tribes," and subject matter is shaped to current social issues and the concerns of students. Youths are encouraged to perform service for others, such as tutoring in a primary school, and this type of off-campus activity carries course credit.

Name of program: BLACK HOUSE

School system: Berkeley, California

Date started: Fall 1970

Enrollment: 125

Staff: Not specified

Grades included: 10-12

In the fall of 1970, a teacher at Community High School took about 80 black students from that alternative, rented facilities from a YMCA, and set up classes around the effects that society has had on black people. Students had a voice in creating their course of study. The black community became an extended classroom. Courtrooms, prisons, churches, tutorial stations became the sites of class trips. The school day went into the night and weekends, depending on experiences to be gained.

Black House staff describe the reason and intent of their school: "Our alternative school is for black students who experienced isolation, powerlessness, and low achievement in their previous enrollment in the regular Berkeley High School. Some are literal dropouts; others are psychological dropouts. The program at Black House is designed primarily to restore self-esteem in the students and imbue them with a sense of adequacy. The teachers recruited are those who have expressed and demonstrated talent in working in very personal ways with students. All teachers are black, not merely by racial definition but by possession of a black consciousness. A wide span of knowledge is represented in the persons on the staff. It is this that is translated into subject content."

Name of program: AGORA

School system: Berkeley, California

Date started: Spring 1971

Enrollment: 185

Staff: 8 certificated
24 consultants and volunteers

Grades included: 10-12

Parents and students seeking admission to the already full Community High School spent much of the summer of 1970 working with the CHS director to create a subschool on the Berkeley High School campus, which would be different in approach than Community High School. In the spring of 1971, Community II, now known as Agora, began operation. The post of director of Agora will rotate annually.

Agora does not deviate too far from formal education. The main thing is that it's multicultural. The first semester and summer of 1971 were dedicated to bringing in the kind of teaching and other supportive resources that would mold the new alternative into a truly multicultural enterprise. Programs have been developed in Asian, Chicano, and black studies, with staff that can speak from their own life experience to these ethnic groupings. The student body is equally divided among white, black, Chicano, and Asian.

Features of Agora in its first full year of operation include: formal education taught from a multicultural perspective; cultural exchange and joint classes--Chicano, white, black, and Asian; use of parents and community in policy-making by a council comprised of parents, staff, and students; emphasis on reading and writing skills and development of creativity in expression.

Courses for the 1971-72 school year included: black psyche, Chicano history, skills development lab, Chicano and black tutorial, bilingual Spanish, Asian-American social history, modern dance, wilderness, the consumer and his dollar, and mass media.

Name of program: ODYSSEY

School system: Berkeley, California

Date started: Fall 1970

Enrollment: 80

Staff: Not specified

Grades included: 7-9

Staff of Willard Junior High School wanting to create a small cluster school for the sake of more personal contact and more creative use of the community as a learning place, gathered together parents and youths of like mind and went off the school site. Calling themselves Odyssey, they proceeded to build a learning experience based on personal knowledge of each student and on direction from those students as to the kinds of encounters that had meaning for them. Odyssey found a home in the basement of the Lawrence Hall of Science for most of the 1970-71 school year and then moved in the spring to a large garage. The staff describes their alternative as follows:

"Odyssey is a school in process. It is committed to learning and changing as it develops a definition of education meaningful to its students. The first goal of Odyssey is to develop the self-esteem of students through meeting their various educational needs and encouraging honesty, independent thinking, and respect. The second goal is to develop a model for educational change.

"The process of Odyssey has been to gradually move toward teacher-directed school inspired by a rather abstract ideal of 'freedom' toward a community where students, parents, and staff together determine the educational experience. Perhaps the most concrete realization made by Odyssey was that alternative education does not mean any one thing for everyone. Rather, each student has the right to define and approach his own personal educational experience from his position and his needs...

"Basic skills classes are held daily. Others meet two and three times a week and vary in content all the way from Black Protest Literature to astrology, from English composition to Greek dance, from racism in America to wilderness survival. Individual tutoring and independent study are arranged on student request.

"One of the main concepts of Odyssey is comunity involvement. Each student is required to participate in a community service project once a week. These include work with hospitals, child-care centers, tutoring, ecology action."

Name of program: EAST CAMPUS

School system: Berkeley, California

Date started (as alternative): September 1970

Enrollment: 175

Staff: 15 (not specified)

Grades included: 9-12

East Campus is a continuation high school but was included in the alternatives program for federal funding because it has become an option for students, instead of a dumping ground for the high school. The program operates out of a series of five bungalows away from the Berkeley High School, because it was felt the students needed more individual, personal contact than they could readily find on the big campus.

Students are admitted only if they themselves want to be in the school. Truants and dropouts are few. When students don't come to class, staff members go out and find them. The staff believes that youths today have no options for the future if they haven't mastered such basic academic equipment as reading, writing, spelling, and math. They want their students to have these skills so that they can have some choices in the direction of their lives.

Because of the federal funding, amounting to approximately $200 per pupil over the district allotment, the school has been able to offer new activities, including:

1. Hiring of college students to work with the East Campus youth on an individual basis.
2. Purchase of videotape, films, equipment for an electronic media lab, slides and tapes--all for student use in their learning program.
3. Paid professionals to work with parents, teachers, and students in small groups to bring about closer understanding among them.
4. Part-time jobs for the students "in order that they and their teachers can more adequately understand what they will face in the world of work."
5. A year-round school experience for students "for whom the three months of summer vacation may only be dead time."
6. Experiences beyond the traditional curriculum, such as two-week camping trips, attendance at cultural events, and involvement in community activities.
7. Follow-up of those students who elect not to participate in East Campus to help them discover other alternatives.

Name of program: ON TARGET

School system: Berkeley, California

Date started: Fall 1971

Enrollment: 140

Staff: 1 teacher-director
11 part-time teachers from Berkeley High School
3 part-time counselors

Grades included: 10-12

This alternative, located on the Berkeley High School campus, provides instruction in science, math, business, and pre-nursing subjects. Experience is provided which will introduce students to careers in business, industry, and agencies related to science, health and technology.

One purpose of the alternative school is to provide first-hand experience with such institutions and the careers represented therein. Another is use of course material which will aid the student in his educational career selection and preparation. The activities thus are designed to be meaningful and supportive of the students' developing interests for the future. OTS aids the student who does not wish to major in English, history, foreign language, etc., but is interested in focusing his attention in the science, health, and technological subject areas.

Features of this alternative include the use of the Career Center, visits with representatives from many occupations, and field trips to institutions offering many of the occupations relevant to this school. Extended time for class work and some on-the-job experience may be provided.

Name of program: OTHER WAYS BASIC SKILLS AND SURVIVAL SCHOOL

School system: Berkeley, California

Date started: September 1967

Enrollment: 100

Staff: 12 teachers

Grades included: 9-12

Other Ways was created by Herbert Kohl, with Carnegie funds, as a "rebuilding station" for youth who no longer believe in the integrity of the institutions created by adults. The goals of Other Ways are for students to:

1. Be able to articulate their own vocational, social, and personal needs.
2. Know how to cope with social and intellectual frustrations.
3. Know how to teach themselves or how to take advantage of the knowledge and experience provided by the community they choose to live in.
4. Master reading, writing, and math, and some basic social skills to me more aware of and able to deal with racial and sexual attitudes.

In the attempt to achieve these goals, these things happen at Other Ways: Students plan their own programs and initiate their own classes. Small classes with personalized learning are conducted in such subjects as wilderness, urban, psychological, financial, social, and political survival. The community is used as an extended classroom, utilizing shops, craft centers, local colleges, apprenticeships in business and industry, and students as teachers of each other to help mastery of reading and other skills. The Other Ways site has been developed as a learning facility and social center. Students are exposed to a large variety of adults not usually encountered in their home or school setting.

The curriculum stresses literary and scientific skills. The courses are designed to provide students with the skills needed for college or for getting a job. The assumption is if they can read well and have a background of scientific knowledge, they can instruct themselves in other areas. A unified approach is used and individual teachers are conscious of the whole as they teach their particular courses.

Name of program: MODEL SCHOOL A (SCHOOL-WITHIN-A-SCHOOL OF BERKELEY HIGH SCHOOL)

School system: Berkeley, California

Date started: February 1971

Enrollment: 400

Staff: 1 director
1 counselor
14 teachers
1 reading skills aide
Student-teachers
School Resource Volunteers

Grades included: 10-12

Model School A (MSA) was initially designed as a small academically-oriented subschool of Berkeley High School (BHS). After one semester, it became necessary to modify the instructional thrust of the subschool in order to meet the varied needs of the students who volunteered to enter MSA. Model School A is now both an academically-oriented and skills-oriented subschool of BHS.

MSA serves the partial educational needs of approximately 400 students. The student body reflects the composition of the high school academically, ethnically, and by sex. Any student, with parental approval, may enter MSA. The only restrictive factor is the desire and commitment to maintain a student body make-up that is comparable to that of the main school. Because MSA exists as a subschool of BHS, Model School A students must take courses at both schools. This arrangement was planned deliberately so that students would become catalysts for change in BHS and encourage further exploration in techniques in MSA.

Tenth- and eleventh-graders are required to take certain courses designed by the MSA staff. Eleventh- and twelfth-grade elective courses are designed by students and teachers. All incoming tenth-graders must take a minimum of 20 units within MSA. The eleventh-graders are required to take 15 units, and twelfth-graders must take 10 units within the subschool. This permits the stu-

(Continued)

dent to take a number of courses in BHS to satisfy graduation requirements. Tenth-graders are required to take The Study of Man, which yields credit of 5 units in English and 5 in history. They are also required to take the 5-unit course in leisure sports. Eleventh-graders take American Culture, which gives them 5 units in English and 5 in history, and select a program offering from the MSA electives in physical education.

Elective courses are offered in math, English and history (such as Harlem Renaissance, Chinese-Japanese Culture, American Political Institutions), and in multi-areas (Apartment Living, Creative Woodcraft, World-Wide Cooking, elementary school teacher assistants in physical education).

Additionally, any student who is functioning below his grade level in reading, writing, or math is encouraged to enroll in special MSA skills programs. Each student in the program is counseled before assignment to his program.

MSA teacher-teams have explored with considerable success such practices as the following:

1. Interdepartmental/team-teaching approaches to academic courses
2. Humanities-oriented courses in science, history, and English
3. Alternate-day, double-period class offerings
4. Coeducational programs in physical education and industrial arts
5. Math courses in which students advance at individual rates
6. Student participation in development of electives
7. Student evaluation of programs and teachers
8. Student tutoring programs in elementary school P.E., reading/math
9. Concentrated program for the enhancement of reading skills
10. Concentrated, individualized program for improving math skills
11. Recreation-oriented physical education courses
12. Teacher-parent contact program to cut down absenteeism in the school

Name of program: WEST CAMPUS ALTERNATIVE

School system: Berkeley, California

Date started: Fall 1971

Enrollment: 50

Staff: Not specified

Grade level: 9

This program serves students who need to learn more basic academic skills before going on to Berkeley High School. A program has been created for each student based on his needs. In addition to the academic training, jobs are provided. The work is either on the school site or in the community. The two-part alternative--studies and employment--is designed to provide incentive, the needed academic skills, and improved self-esteem.

Name of program: LA CASA DE LA RAZA

School system: Berkeley, California

Date started: Fall 1971

Enrollment: 150

Staff: Not specified

Grades included: K-12

This school provides a new educational option for Chicano students, parents, and community. The goal is for all to work cooperatively in an open and motivating environment, to reinforce cultural heritage, traditions, and values. A further goal is for all to be both students and teachers. A truly bilingual educational experience is offered to parents and children, including dropouts.

Casa is run by a parent-school-staff administrative board. Classes for adults, in which students and staff train parents in basic skills, are provided to facilitate parent involvement in educational experiences with their children and friends. English as well as Spanish is taught to all children in the school.

(Continued)

The school is nongraded, with a basic curriculum approached in a manner relevant to the background and social situation of the students. The curriculum includes language arts, the emphasis being on developing truly bilingual students; history as seen from the perspective of La Raza; cultural studies, including religions, folklore, crafts, and magic; fine arts, where Spanish speaking authors, dramatists, artists, filmmakers, etc., are studied. Also included are studio classes in plastic arts and the cultural programs mentioned above; science, natural, physical, and social sciences all taught through bilingual teaching methods; mathematics; and physical education. The curriculum includes social services as well: health education, legal education, counseling guidance, and an educational center for teen-aged parents.

*****

WEST PHILADELPHIA COMMUNITY FREE SCHOOL
4226 Baltimore Avenue
Philadelphia, Pa. 19143

Director of Admissions:

This letter accompanies the application of _____ to explain to your admissions committee the concept of the school the applicant has been attending, so that you may more fully evaluate his candidacy.

The West Philadelphia Community Free School concept began in February 1968 as an alternative to public high school education within the existing school system in Philadelphia. The school opened officially February 1970. The West Philadelphia Community Free School resulted from the combined efforts of the West Philadelphia community, West Philadelphia High School, the School District of Philadelphia, University of Pennsylvania, and the business and cultural groups in the West Philadelphia area. The school is part of West Philadelphia High School and is accredited by the State Department in Harrisburg.

Basic to the school is its size. It is composed of three units housed in scattered sites in the community--each unit houses 150 students chosen by a random sampling. In the house a student finds a familiar and secure atmosphere for learning and growing. The student is encouraged to seek the development of basic skills. The student teacher ratio is twelve (12) to one with additional help from graduate students in Urban Education, educational consultant services, and supportive services of the universities in the area and the West Philadelphia community. Each student has three years of humanities, three years of reading-writing workshop, three years of science, three years of mathematics, and three years of language.

The second important aspect of the program is "Outside Courses." The purpose is exposure. Students because of their particular interests choose electives offered by the experts of the local industries, businesses, institutions, and cultural establishments. Some of these are communication arts, drafting and design, construction, engineering, insurance practices, ham radio operation, filming techniques, law in the community, business administration, dance, theatre workshop, laboratory technician studies, banking, housing and welfare rights, dietetics, computer programming, T.V. in all facets, and public relations.

Study throughout the program is nongraded. Individual evaluations are periodically written to students and their parents by the instructors. It is hoped that evaluations will encourage the students to perform at maximum level. In evaluating a student's performance for a prospective college, we offer no grades or class rank. Instead accompanying this student's application is a compilation of the evaluations of the student's performances with other pertinent information included.

The West Philadelphia Community Free School is a three-year secondary school with an optional fourth year if the student desires.

If you have any further questions concerning this candidate, please direct them to me at the above address.

Very truly yours,

Ola I. Taylor
Administrator

Walter H. Scott
Principal

SHANTI SCHOOL
COURSE INFORMATION FORM

Name of Course_____Dates of Course_____

Name (Not necessary)_____

1. Describe the best thing that happened in this class. Describe a specific incident.

_____

_____

_____

_____

2. Describe the worst thing that happened in this class. Describe a specific incident.

_____

_____

_____

_____

3. What would you like to see changed about this class? Be specific.

_____

_____

_____

_____

4. What would you like to keep the same about this class? Be specific.

_____

_____

_____

_____

TURN OVER

Below are a number of statements. If a statement describes this class exactly, circle STRONGLY AGREE (SA). If the statement describes this class pretty well, circle AGREE. If the statement doesn't describe the class very well, circle DISAGREE. If the statement is nothing at all like the class, circle STRONGLY DISAGREE (SD).

SA	AGREE	DISAGREE	SD	1.	I often feel bored and fidgity in this class.
SA	AGREE	DISAGREE	SD	2.	I would recommend that a friend of mine take this class.
SA	AGREE	DISAGREE	SD	3.	I don't really think we've gotten much done in this class.
SA	AGREE	DISAGREE	SD	4.	The teacher has a very good idea about what my strengths and weaknesses are in this class.
SA	AGREE	DISAGREE	SD	5.	Things are pretty disorganized in this class.
SA	AGREE	DISAGREE	SD	6.	Students often work together and help each other in this class.
SA	AGREE	DISAGREE	SD	7.	Most of the people in this class are not very interested in it.
SA	AGREE	DISAGREE	SD	8.	We've had a chance to actually do things, not just talk, in this class.
SA	AGREE	DISAGREE	SD	9.	If I could, I would have dropped this class.
SA	AGREE	DISAGREE	SD	10.	It was always clear where this class was meeting.
SA	AGREE	DISAGREE	SD	11.	The teacher knows his subject well.
SA	AGREE	DISAGREE	SD	12.	If there was something about the class I didn't like I still don't think I could have told the teacher about it.

NEVER A FEW TIMES OFTEN The teacher was absent from class.

NEVER A FEW TIMES OFTEN The teacher was late to class.

OTHER COMMENTS: (Use separate sheet)

SHANTI SCHOOL

STUDENT EVALUATION

TITLE OF COURSE _____ DATES OF COURSE _____ TEACHER _____ STUDENT _____

1. What were the goals of the course? (To be filled out prior to taking the course)

   A. Revisions of goals (please date revisions)

2. To what extent were the goals achieved?

3. What skills do you feel were basic to the course?

4. How well has the student mastered these basic skills?

5. In what areas has the student's work improved since the beginning of the course?

6. How would you describe the student's ability to work independently?

7. How would you describe the student's ability to work with others?

8. The student's attendance was ___Regular ___Fairly Regular ___Poor (If attendance was affected by illness or a similar reason, please explain.)

ADDITIONAL COMMENTS: (Use back if necessary)

BASED ON THE EVALUATION WHICH WAS ARRIVED AT IN AN INDIVIDUAL CONFERENCE, INVOLVING BOTH THE TEACHER AND STUDENT, THE STUDENT SHOULD RECEIVE:

( ) CREDITS AWARDED ( ) INCOMPLETE WORK
( ) NO CREDITS

COOPERATING TEACHER _____ SHANTI STAFF CONTACT _____ STUDENT _____

AREA _____ POINTS _____

John Bowne Prep School

APPLICATION

Name _____ Date of birth: _____
(Print) Last name First name

Official class: _____

Address _____ Zip code _____

Phone _____

Name of father _____ Name of mother _____
(full name) (full name)

Name of guardian _____
(full name)

1. Do you hold a job? _____ If you do, what are the hours? _____

Name, address, and phone number of employer _____

_____

_____

2. What suggestions do you have for the prep school? (List any ideas you may have on running the school, subjects, hours, activities, special interests you have which you would like to continue in school.)

3. Interview time:

Monday	1:30 _____	1:45 _____	2:00 _____
Wednesday	1:30 _____	1:45 _____	2:00 _____
Friday	1:30 _____	1:45 _____	2:00 _____

(Check time and day you prefer. We shall try to meet your need on interview.)

4. Present program

Signature of student _____

Signature of parent or guardian _____

PLEASE COMPLETE ALL ITEMS ON APPLICATION. You may use the reverse side if you need additional space.

JOHN BOWNE PREP SCHOOL

Roxee W. Joly, Principal
Helen Kiok, Coordinator

EVALUATION

Date _____

Student _____ Days present _____

Date of entry to Prep School _____ Days absent _____

	Grade	Staff	Credit
I. Projects			
A. Individual			
1.			
2.			
3.			
B. Group			
1.			
2.			
3.			
C. Classes in regular school			
1.			
2.			

II. Employment Experience

Miscellaneous comments

Credits granted _____

John Bowne Prep School

Roxee W. Joly, Principal

EMPLOYMENT EVALUATION

Name _____ Date _____
(student)

Firm _____ Phone _____
(name)

_____
(address)

Length of employment _____

Nature of job _____

_____

1. Courtesy _____
2. Cooperation and loyalty _____
3. Initiative _____
4. Punctuality _____
5. Appearance _____
6. Ability to follow instructions _____
7. Job performance _____
8. Attendance _____

Remarks: _____

_____

_____

_____

TO BE RATED ON A SCALE OF 1 TO 5

5 ..... Exceptional
4 ..... Above average
3 ..... Average
2 ..... Below average .... Failing
1 ..... Extremely poor

_____
Employer's or supervisor's signature

_____
Student's signature

METRO HIGH SCHOOL
537 South Dearborn, Chicago, Illinois 60605

ORIGINAL COPY

STUDENT EVALUATION FOR CYCLE_____ENDED_____

Unit No.	Unit Title	Teacher's Name	Student's Name

I—REQUIREMENT LISTING

_____
_____
_____
_____
_____

II—COMMENTS ON MEETING OF REQUIREMENTS

_____
Counselor's Name

III—SKILL LISTING

_____
_____
_____
_____
_____
_____

IV—RESPONSIBILITIES TO GROUP AND SELF

V—ATTENDANCE: Missed_____out of_____class sessions. (If low attendance was poor due to illness or a similar reason, please explain in comments)

VI—COMMENTS (Discussion on skill listing, individual development and attendance)

Based on an evaluation which was arrived at in an individual conference involving both student and teacher, the student should receive:

☐ Credit ☐ No Credit ☐ Credit Withheld

ATTN: Not to be completed by ancillary.

Area_____

Points_____

Metro Teacher's Signature	Cooperating Teacher's Signature	Student's Signature

EVANDER PREP PUPIL PROGRESS REPORT

Number 1, 2, 3 (Circle one) Marking period ending: _____ 197___

Name of pupil: _____ Official class: _____
Last, first Official room: _____

Official teacher and adviser: M _____

Subject and teacher	Classwork commentary	Test mks. reports, etc.	Days absent late
Period: / Class: / Tchr:			
Period: / Class: / Tchr:			
Period: / Class: / Tchr:			
Period: / Class: / Tchr:			
Period: / Class: / Tchr:			

S = Satisfactory U = Unsatisfactory D = Doubtful, in danger of failure CR = Subject credit N.CR = No credit given	No. of points Last term: | This term:	Total no. of points	Term average
	Work experience credit: Points	Mrkng. pd. absences	Mrkng. pd. latenesses

I have read this report:
Comments:

Parent's signature: _____
Pupil's signature: _____

Term total absences	Term total late
Promoted to: Class _____ Room _____	

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This study was designed and written by Suzanne K. Stemnock, Professional Assistant, Educational Research Service